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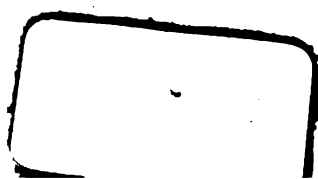
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1893.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Sept. 1, 1873.



NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1873.

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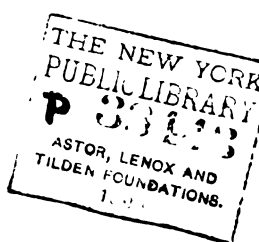


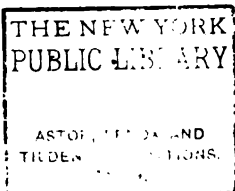
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SCHOOL OFFICERS, 1873-74.

BOARD OF EDUCATION:

HARMANUS M. WELCH, PRESIDENT.

	Term expires
LUCIEN W. SPERRY,	- 1873
JOHN E. EARLE,	1873
PATRICK MAHER,	- 1873
HARMANUS M. WELCH,	1874
MAIER ZUNDER,	- 1874
SAMUEL E. MERWIN, Jr.,	1874
AMOS F. BARNES,	- 1875
CHARLES ATWATER,	1875
SAMUEL HEMINGWAY,	- 1875

COMMITTEE ON FINANCE,

CHARLES ATWATER, HARMANUS M. WELCH,
MAIER ZUNDER.

COMMITTEE ON SCHOOLS,

JOHN E. EARLE, LUCIEN W. SPERRY,
SAMUEL E. MERWIN.

COMMITTEE ON SCHOOL BUILDINGS,

PATRICK MAHER, SAMUEL HEMINGWAY,
AMOS F. BARNES.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

TREASURER,
HARMANUS M. WELCH.

COLLECTOR,
WALTER OSBORN.

AUDITORS,

JOHN W. MANSFIELD,

RICHARD F. LYON.

REPORT

OF THE

BOARD OF EDUCATION.

THE Board of Education respectfully calls the attention of the District to the accompanying reports of the Superintendent and the Committee on Finance, as explanatory in detail of the progress of our schools and the expenditures of the Board. In addition to these sources of information, the Board asks attention to the following brief statements :

Condition of the Schools.—While the Board entertain no doubt that our schools can be made still better than they are, they are satisfied that the schools are justly regarded with general approval by our own citizens, and are considered throughout the State and elsewhere as being in many respects models for imitation.

High School.—The High School opened its first session in the new building at the commencement of the school year, all its unoccupied seats being at once filled by the promotion of the most advanced pupils in the various grammar schools. It is the continued aim of the Board to give in the High School such an education as will fit its graduates for the intelligent performance of the more important duties of practical life. The Board share the regret expressed by many of our best citizens, that the number of boys who complete the entire course of instruction is so limited, and that the full benefit of the school is almost exclusively confined to the young ladies, who are qualifying themselves to become teachers. An elementary knowledge of some of the natural sciences has become quite indispensable to the intelligent performance of many public trusts, while the developments of history, the constitu-

tion of man's nature and the grounds of his responsibility to his fellow men and to society, are subjects respecting which our best young men ought not to be wholly ignorant. The Board deem it highly important that the boys now in the school should not in ordinary cases be removed till the entire course be finished. The rooms on the lower floor of the building have been devoted to evening schools, open three evenings in the week to young men, and two evenings to young women, whose elementary education has been neglected, but who are employed during the day.

Financial condition.—The District is now out of debt. Its indebtedness of seventy thousand dollars, contracted for the erection and furnishing the High School, has been paid, partly from the income of the present year, but mostly by devoting to this purpose the first receipts from taxes for the year to come, leaving the remainder of the income of the District yet to be received, about sufficient to meet our current expenses for the year.

New School-houses.—At the close of the schools in July it was found that more than one hundred very young children were applicants for seats in Washington District which could not be furnished. To meet the rapidly growing wants of this part of the city, the Board has recently purchased, for three thousand dollars, a lot on West street, near Columbus; and contracted for the erection of a handsome brick building to accommodate two hundred pupils, at a cost which, when completed, ready for occupancy, will amount to about fifteen thousand dollars.

One of the two school-houses in Fair Haven, transferred two years ago to the care of the Board, was a rented building, and both in location and internal arrangement was unsatisfactory to the residents of Woolsey District. The increase of children has been such as to make the erection of a new school-house an imperative necessity. After much discussion as to the kind of building that was needed and its proper location, the Board made selection of a lot on the corner of Woolsey and Poplar streets, at a cost of five thousand dollars. Plans and specifications for a building of twelve rooms, to seat six hundred children, have been completed, and will be immediately submitted to the estimate of builders.

Increase of Salaries.—A request from the principals of the Grammar Schools for an increase of salaries was presented to the Board near the close of the year and led to much discussion.

The ground upon which the Board finally granted the increase was chiefly this: School teaching has now become an established profession. Till of late, the best schools were taught by young graduates of college, who engaged for a few years in teaching, to earn money enough to pursue their professional studies. For several years, New Haven has preferred the services of men who have devoted themselves to teaching as their profession for life. All our grammar masters are professional teachers, thoroughly educated for their proper work. None of them have had less than ten or more years experience as principals, and with a single exception they have families looking to them for support. It is obvious that if the public prefer competent professional teachers, the latter may justly look for compensation at somewhat near the rate at which other professional services are remunerated.

It is believed by the Board that the increased salaries are not inequitable nor beyond what our principals might fairly have counted upon at their time of life, had they entered into other professions. It is questionable whether cheap teachers are not on the whole rather dear commodities. The salaries of the lady teachers in the graded schools were at the same time increased by fifty dollars, and a moderate addition made to the salaries of the janitors of the grammar schools.

Expiration of Office.—The three years for which Messrs. Lucien W. Sperry, John E. Earle and Patrick Maher were elected members of the Board expire at the present time. Mr. Sperry, whose term of office has continued for the past nine years, and who has been annually elected President of the Board for the last six years, announced at the beginning of the current year his intention to resign before its close. When his resignation was tendered some months since, the Board declined to receive it and urged him to withdraw it, but without success. The Board cannot suffer this opportunity to pass without expressing to the District, as through a committee they have expressed to himself, their high appreciation of the intelligent

and unselfish devotion of much thought and time on his part to the well being of the schools and the harmony of the District.

Occupancy of School Land.—Application was made during the year by the Fire Department of the City, for permission to erect a fire-alarm structure on the Dixwell and one on the Cedar Street School lots. These lots are the property of the District and are devoted to school purposes.

But the Board, after becoming satisfied that such structures would not at present interfere with the order and arrangements of the schools, but might prove a convenience, gave permission for a temporary occupancy of a small piece of ground on each of these school lots, subject to removal at any time when directed by the District or Board of Education, and after a satisfactory record of such limitation of use had been entered upon the town records.

Oak St. fire.—The Oak Street School-house, which was partially destroyed by an accidental fire early in the winter, was rebuilt and again occupied in April. The loss to the District was limited to the interruption of the school, as the insurance covered the entire expense of restoring the building to its former condition, beside replacing the furniture and making good all other losses to the District.

School at the Alms-house.—At the suggestion of several benevolent ladies, a school for the few children in the Alms-house was opened during the winter in a convenient room provided for the purpose by the town agent. The result has been such as to warrant the Board in re-opening it for another year.

Taxes.—The Board recommend that a tax of $2\frac{1}{4}$ mills on the dollar, on the Grand List of 1878, be levied at the annual meeting. With this taxation, the Board hope to pay for the erection of the Woolsey and West Street School-houses, and, unless the growth of the District be such as to forbid, in another year, to be able to recommend that the school tax be reduced to 2 mills. The rate of taxation in 1866 was 4 mills and in 1869, 3 mills on the dollar.

The Board have not been unmindful during the year of the growing importance of the trust committed to their care. The authority confided to them is not only more extensive than pertains to any other Board of Education in the State, but from

the peculiar organization of the New Haven School District, its schools are exclusively under their charge without assistance from District Committees. Twelve thousand children have the right to look to them for their instruction, and nearly nine thousand have been members of our schools during the year. It is the first aim of the Board to give to all the best opportunities for a good common school education: and if the Board point with some pride to the fact that we have no poor schools in New Haven, it is chiefly owing to the special care that has been taken of that class of schools which ordinarily are most neglected. It is the earnest wish as it has been the constant effort of the Board, so to manage the trust reposed in them, that our system of public instruction may commend itself equally to the confidence of parents and the general respect of the community.

In behalf of the Board.

HARMANUS M. WELCH,

President.

REPORT

OF THE

FINANCE COMMITTEE.

—♦♦—

The Finance Committee of the Board of Education respectfully submit the following Report, including the accounts of the Treasurer and the Secretary :

TREASURER'S ACCOUNT.

From Walter Osborn, Collector of Taxes,	\$162,601.17
“ State appropriation for Library,	440.00
“ Town New Haven,	51,069.43
“ State of Connecticut,	30,660.00
“ Income Town Deposit Fund,	1,583.82
“ Insurance Companies, on Oak St. School House,	3,950.00
“ Rebate of interest Conn. Savings Bank,	125.00
“ “ “ New Haven “ “	375.00
“ Interest on current balance,	1,355.00
“ Horace Day, sundry collections,	1,025.55
Total,	<u>\$253,184.97</u>
 To balance due Treasurer from last year,	 \$ 3,755.87
“ Paid School District Orders,	248,021.91
“ Balance to new account,	1,407.19
Total,	<u>\$253,184.97</u>

NEW HAVEN, Sept. 4, 1873.

The undersigned has examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District, for the year ending September 1st, 1873, and finds the same correct, and a balance due the District at said date of \$1,407.19.

RICHARD F. LYON, *Auditor.*

REPORT OF FINANCE COMMITTEE.

9

SECRETARY'S ACCOUNT.

The expenditures for the year ending September 1, 1873, are as follows, viz :

Salaries of Teachers,	\$113,865.53	
" Janitors,	6,979.17	
" Officers,	5,850.00	
		\$126,694.70
Fuel,		\$ 4,620.27
Rent—Hamilton School,	\$ 1,500.00	
South St. School,	800.00	
Cherry St. School,	200.00	
Clinton Ave. School,	250.00	
		\$ 2,750.00
Printing—Annual Report, and Rules of the Board,	\$ 593.77	
High School Reports and other printing,	88.25	
Papers for High School Examinations,	95.50	
" " " Graduation,	20.75	
Registers,	39.30	
Report blanks to Superintendent,	65.00	
Advertising,	38.70	
Approbation Cards,	13.75	
Reward "	22.50	
Merit "	20.00	
Absence "	21.00	
Admission "	18.37	
Drawing "	10.00	
Superintendent's Circulars,	11.00	
Supply Orders,	21.25	
School Diaries,	73.00	
Time Tables,	5.00	
All other printing,	9.25	
		\$ 1,166.39
Books, Philosophical and Chemical Apparatus, etc.—High School,	\$ 715.43	
Reference Books,	55.15	
School Books,	429.54	
Drawing Charts,	34.55	
		\$ 1,234.67
Stationery—Writing paper,	313.99	
Drawing paper,	145.15	
Lead pencils for drawing and writing,	140.75	
Slate pencils for do. do.,	128.73	
Sharpening pencils for do. do.,	208.16	
Pens,	177.50	
Pen holders and pen racks,	32.06	
Ink,	73.00	
Ink stands, ink wells and covers,	28.58	

Stationery—Chalk crayons,	\$ 38.50	
Slates,	12.32	
Envelopes,	40.36	
Black-board rubbers,	41.50	
Blank book Grand List,	13.00	
Letter Files and Binders,	5.85	
Blank books and Stationery for Office,	13.08	
		\$ 1,412.53
Supplies for Janitors—Brooms,	21.71	
Floor Brushes,	98.76	
Feather and Counter Dusters,	123.85	
Mats and Matting,	49.34	
Shovels, Hods and Dust Pans,	18.58	
Baskets, Pails and Cups,	19.18	
Wheelbarrows, Ladders, etc.,	24.44	
Bells,	12.50	
Hose,	10.00	
Thermometers,	11.38	
		\$ 389.74
Miscellaneous—Annual School Meeting,*	129.18	
Enumerating Children,	367.92	
Assessors' Bill for making Grand List,	600.00	
Cleaning School Houses,	461.62	
Furniture and Repairs,	888.49	
Musical Instruments and Repairs,	882.62	
Clocks and Repairs,	72.04	
Gas for Evening School, Office, and High School	206.56	
Travel and Carriage Hire,	286.42	
Freight, Express, Carting and Errands,	17.92	
Postage,	8.66	
Insurance,	504.47	
Auditor,	5.00	
Black-boards,	17.70	
High School Premiums,	67.00	
“ Opening and Graduation Exercises,	49.40	
		\$ 4,565.00
Repairs and Improvements—Repairs on all Furnaces and		
Stoves,	\$ 568.93	
Webster School,	150.21	
Eaton “	128.70	
Wooster “	91.34	
Dwight “	113.75	
Skinner “	117.12	
Wash'gton “	297.89	
Hamilton, “	94.00	
Cedar St. “	100.46	
Dixwell “	92.45	
Goffe St. “	3.53	
Fair St. “	64.48	
South St. “	11.55	

Repairs—Division St. School,	\$44.12
Carlisle St. "	5.91
Oak St. "	63.35
Whiting St. "	42.32
City Point "	73.31
Edwards St. "	84.17
Woolsey "	47.67
Clinton Ave. "	20.60
Cherry St. "	1.80
Evening Schools,	45.60
Elm St. School.	3.75
	<hr/>
	\$ 2,267.01
Ordinary Expenses,	\$145,100.31

EXTRAORDINARY EXPENSES.

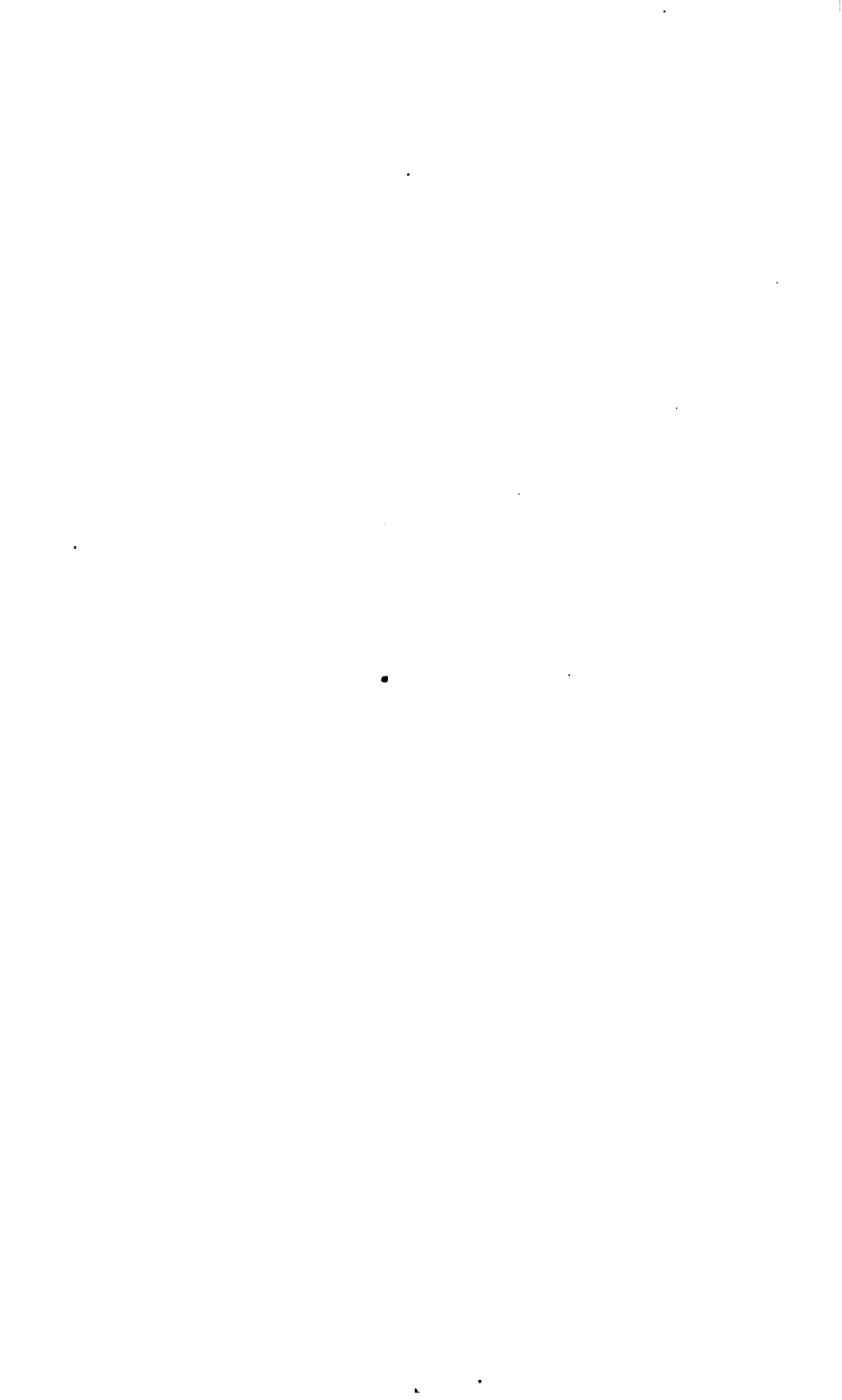
Notes paid,	\$ 70,000.00
Interest,	4,910.84
Oak St. School House, rebuilt,	3,800.00
Woolsey School Lot,	5,000.00
West St. " "	3,000.00
" " " on Mason's Contract,	1,000.00
" " " Architect and Survey,	146.20
Flag Walk, Eaton School,	331.74
Grading and Concrete Walks, Division School,	291.85
City Assessment Dixwell Ave. Sewer,	160.12
" " Chestnut Street Extension,	225.00
" " Widening Orange St. and Removal Trees,	222.00
High School—Final payment, Joiner's Contract,	1,286.64
" " " " Mason's "	975.00
" " Flag Walks,	2,351.34
" " Architect and Superintendence,	3,000.00
" " Granite Posts and all Fencing,	3,692.84
" " Finials and Crestings,	320.00
" " Plumbing, Bell-hanging, etc.,	268.94
" " Grading and Turfing,	221.75
" " Gas Connections and Fixtures,	570.01
" " All other Extras and Repairs,	638.32
" " Furniture,	707.01
	<hr/>
Extraordinary Expenses	\$103,119.60
	<hr/>
Total Expenses,	248,219.91
	<hr/>
Ordinary expenses for the year ending Sept. 1, 1873,	\$145,100.31
" " " Sept 1, 1872,	134,874.63
	<hr/>
Increase,	10,225.68
	<hr/>
Extraordinary expenses for the year ending Sept. 1, 1873,	\$103,119.60
" " " Sept. 1, 1872,	138,074.03
	<hr/>
Decrease,	\$34,954.43

Washington School Lot, Building and Furniture,	\$49,000
Edwards Street School Lot, Building and Furniture,	16,000
Oak Street School Lot, Building and Furniture,	15,200
Carlisle Street School Lot, Building and Furniture,	1,000
Woolsey School Lot, Building and Furniture,	22,000
Division Street School Lot, Building and Furniture,	22,300
Woolsey School Lot	5,000
West School Lot and payments on Building,	4,000
	<hr/>
	\$441,200.00

The indebtedness of the District is limited to a few bills for repairs not yet presented for payment.

CHAS. ATWATER, *Chairman.*

NEW HAVEN, Sept. 1, 1873.



REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN CITY
SCHOOL DISTRICT:

GENTLEMEN,—In compliance with the rules specifying the duties of the Superintendent, I herewith respectfully submit this, my Eighth Annual Report of the Schools under your care.

While the general success in discipline and instruction has been quite as satisfactory as during any previous period, it has been secured under unusual discouragements during a part of the year. The inclemency of the weather during the winter session interfered quite seriously with the attendance, and consequently with progress in the studies. The attendance of the first and the third terms was unusually good, which would have given about one per cent. above our ordinary rate, if it could have been continued through the year without the drawback of the winter term. It is due, in a large measure, to the earnest efforts and fidelity of the teachers that our schools did not fall considerably below the standard they had previously reached.

The unusual depth of snow, the violent storms and remarkable amount of ice on the pavements, contributed to make pedestrianism a very difficult thing for the little folks to accomplish. Many children were occasionally absent who under ordinary circumstances would have been perfect in their attendance; while others withdrew entirely from school during the term.

As a consequence of the severity of the weather, also, the prevalence of an epidemic disease affecting the throat, head

and lungs, occasioned the withdrawal of so many children that in some rooms not more than one third of the pupils were left. The small amount of measles, whooping cough, scarlet fever and other diseases common to children was noticeable; and a marked diminution of fever and ague encourages the hope that certain sections of the city will hereafter be less afflicted with it than during the past few years.

We have to make the sad record of one death among our teachers. Miss Sarah A. Atwater entered upon her duties in the High School, at the opening of the term in September; but her strength soon began to fail, and after a few weeks of fruitless effort to rise above what seemed to be a severe cold, she was obliged to resign her position. Returning to her friends, her decline was rapid, and in a few weeks she passed away. Miss Atwater came to us from the High School in Wallingford, where, as first assistant, she had been regarded, through an experience of several years, as a successful teacher and a worthy young lady.

During the past twelve months, it has been my duty to furnish *thirty-six teachers* to fill positions made vacant by resignation and created by the opening of new rooms. Of this number, seven were appointments made to fill new rooms; twenty-seven to fill vacancies made by withdrawals of teachers from service, and two were appointed as assistants. Of the whole number, *sixteen* were taken directly from the Training Schools, and *six* were former members of them, making a total of *twenty-two* substitutes furnished by these schools, under circumstances that would otherwise have made a supply of suitable teachers utterly impracticable. The value of these schools in enabling us to supply vacancies with well trained teachers, in cases of emergency, must be manifest. They are really indispensable.

Among the teachers who have withdrawn are many who have performed their duties with great fidelity and credit, whose service we should have been well pleased to continue; but, since the "laborer is worthy of his (her) hire," we wish them abundant success in their future relations, especially those *eleven*, who are said to be "engaged" "to take smaller schools with higher salaries."

The completion of the Hillhouse High School building and its opening for occupation, at the beginning of the past school year, Sept. 2, 1872, marked a new era in the history of our public schools.

The decision of the Board to erect two new school-houses will relieve the only sections of the District which are overcrowded for want of school accommodations. One, a primary building of four rooms, located on West street, is rapidly drawing toward completion. It is designed to accommodate two hundred children. Its construction is such that, if necessary, it can be enlarged to receive twice that number. By this increase of school-rooms, the Washington School will be relieved of the pressure for admission which has existed since the first day of its occupation.

Ground will soon be broken for the erection of a three-story building in the Woolsey District, located on Poplar street. The present purpose is to accommodate the primary children, in the western part of the district; consequently only the lower part of the building will be completed at present. Ultimately, this will become the Grammar School building of the district.

SUMMARY OF STATISTICS FOR 1872-73.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was.....	49,621
The ratio of the number of children between 4 and 16 years to the whole population of Fair Haven, was in 1870.....	as 1 : 4,032½
and of the rest of the city.....	as 1 : 4,592½
Supposing the ratios to be the same now, the present population of the city may be accurately estimated, thus:	
No. of children, $1,153 \times 4,032\frac{1}{2} =$ for F. Haven,	4,649
“ “ $11,110 \times 4,592\frac{1}{2} =$ “ rest of city,	51,018
Whole population of the city, Jan., 1873,.....	55,667
Increase since the census of 1870, in Fair Haven, $4,649 - 3,992 =$	657
Increase since the census of 1870, the rest of the city, $51,018 - 45,629 =$	5,389
Total increase of the whole city,	6,046

Assessed valuation of the real and personal property of the city and town, 1871, assessed at about two-thirds its true value,	\$56,045,539
Increase over 1870,	4,634,098
The rate of taxation for all school purposes was, .0025, or 2½ mills on a dollar, .....	.0025
For all city and town purposes 13½ mills, .....	.0135
Total rate of taxation, 16 mills on a dollar, .....	.0160
The number of persons between the ages of 4 and 16 enumerated in January, 1873, was,	12,263
Increase over 1872,	390
Number of school-houses occupied and owned by the District,	17
Number of school-houses occupied and rented by the District,	7
Number of school-houses occupied—owned and rented by the District,	24
Number of school-rooms occupied,	155
Increase,	5
Number of sittings,	8,151
Increase,	247

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,	14
Increase,	1
Number of female teachers,	175
Increase,	7
Number of teachers employed in the day schools, including drawing and music teachers,	189
Increase,	8
Number of male teachers employed in the evening school for young men,	6
Number of teachers for young women, males, 3, females, 2,	5
Number of teachers employed in both evening schools,	11
Total number of teachers employed in day and evening schools,	200

NUMBER OF PUPILS.

Whole number of scholars registered (admitted) during the year,	8,807
Increase,	36
Average number registered (belonging) during the year—	
Boys,	3,744
Girls,	3,464
	7,208
Increase of Boys, 99; Girls, 8.	
Total increase,	107
Per cent. attendance of all the day schools,	95
Decrease, .....	.3
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years), .....	.588
Decrease, .....	.01
Ratio of the daily attendance to the number enumerated, .....	.558
Decrease, .....	.02
Whole number of absences during the year,	137,658
Increase,	11,155
Average number of absences to a scholar, based on the number belonging,	19
Increase, .....	.2
Average number of scholars absent each half day, in all the schools,	344
Increase,	28
Whole number of tardinesses during the year,	9457
Increase,	1815
Average number of tardinesses to a scholar, based on the number in daily attendance,	1.4
Increase, .....	.2
Number of cases of truancy,	604
Increase,	56
Number of scholars transferred to ungraded schools (in place of suspension formerly),	158
Increase,	52
Number of half days perfect attendance, Boys,	23,377
Girls,	21,713
Increase,	Boys, 1169
	Girls, 1709
Number of half days, all present,	11,421
Increase,	792

Average age of all the pupils,.....	9y 10 $\frac{1}{2}$ m
Increase,	2 $\frac{1}{2}$ m
Whole number of tardinesses of teachers, 1872-73, ---	888
“ “ “ 1871-72, ---	705
“ “ “ 1870-71, ---	601
Number of teachers <i>not tardy</i> last year,.....	29
“ “ 1871-72,	37
“ “ 1870-71,	40
Decrease last year,.....	8
Number of tardinesses to a teacher, after deducting those not tardy during the year 1872-73,.....	5.5
Number to a teacher in 1871-72,	4.8
1870-71,	5.4
Whole number of absences of teachers in 1872-73, ---	1657
“ “ “ 1871-72, ---	1263
“ “ “ 1870-71, ---	1258

NOTES ON SUMMARY OF STATISTICS.

1. The items in the foregoing summary are results drawn chiefly from the statistical tables found in the Appendix of this report.

Those who take no interest in the *facts* which those tables are designed to illustrate, and those to whom figures present a repulsive aspect, will find little profit in perusing them. Those who know the value of accurate and carefully prepared tables, will appreciate the fact, that in no other way can so forcible statement or so clear comparison be made, as by figures. But the number of persons is not small who will take a special interest in examining with careful attention the summary and tabular statements here presented. By them, the knowledge of the general working of the system thus obtained, and the facility afforded for a comparison of one part with another, will be appreciated. As a record by which the work of each successive year can be compared, and the condition and progress of our school system can be measured, it becomes specially important.

2. The population of the city and Grand List are included as a convenient way of answering inquiries from school authorities, in various sections of the country. For our own use they are here more readily found than elsewhere. During the years

between those in which the U. S. census is taken, the actual population of the city cannot be ascertained, except by a special enumeration. Consequently, wild and unsatisfactory guesses are the only means by which even an approximate number of the population can be obtained. The method employed in the summary cannot fail to be exact, provided the ratio of the number of children to the whole population shall continue through the ten years, as it was at the census of 1870.

3. About two hundred and fifty seats have been added during the year, chiefly in the new High School building and in a new room opened in the Division Street School.

4. The number of teachers employed in the day schools is one hundred and eighty-nine; and the whole number employed in the day and evening schools has just reached the round number two hundred. This, however, includes the extra teachers in the Training Schools, who are counted as regular teachers. If in these the teachers were counted as in other schools, the number would be about ten less than the numbers given.

5. Observing the "Ratio of daily attendance to the number enumerated," it will be seen that only a small fraction over one half (.558) of the children between 4 and 16 years are in regular attendance at the public schools.

6. The number of absences (187,658), equivalent to the absence of 344 pupils, in all the schools, each half-day, giving an average of *nineteen* absences to each scholar, during the year, presents a somewhat discouraging aspect, after all the earnest, vigorous effort that has been made to secure greater regularity of attendance.

Allusion has already been made to what may be regarded as the chief cause of the slight retrograde movement, shown by the figures on punctuality of attendance during the year. We have no evidence that teachers have been disposed to relax their efforts, or that the children have lost their interest and ambition in this matter; nor that parents have been less inclined to coöperate with the teachers than heretofore. Regarding our partial failure, the last year, as occasioned by unusual causes, it is to be hoped that teachers, pupils and parents will enter upon the work of the next year with new

energy and determination to retrieve the loss of the past, and show a greatly improved record.

The importance of regular attendance at school has been so fully discussed, in years past, that I shall not now attempt to repeat, or urge anew, its absolute necessity, for the successful administration of the school and the formation of correct habits of the child for his future usefulness and success in life.

7. Another subject akin to the foregoing requires a brief notice. The habit of *tardiness* is an evil in the school; it will be a serious drawback on the man, in a business point of view. Once fully established, it is not easily eradicated. The scholar who is habitually tardy in attendance, is likely to be neglectful and behindhand in the performance of all duties. He may delay from indolence, an indisposition to make effort, hence comes the habit of "putting off" duty. If he chooses to do something else than that required, he becomes self-indulgent, playful, mischievous, unwilling to assume responsibility, becomes impatient with those who require duty of him not according with his own desires, and is soon ready to resist authority.

The simple failure to meet appointments promptly, whether in matters of business or pleasure, occasions great loss of time, of temper and money, in every community. How can the teacher perform a better service, both for the individual and the public, than by training the young to a *prompt performance* of all they promise and all they are required to do? True, this habit of punctuality is but one of a multitude in the training of a child; but if neglected, the whole character will be seriously defective for want of it.

Much has already been accomplished in our schools in reducing the amount of tardiness, but much remains to be done.

And here perhaps a suggestion may be appropriately made, that the example of the teacher goes far to influence the pupils in the practice of punctuality, or the neglect of it. The scholars have their hours assigned (9 and 2 o'clock), and the teachers have theirs, 20 and 15 minutes earlier each half-day. The observance of the rule, in each case, is alike important and obligatory.

Table showing the average tardiness of Scholars and Teachers.

SCHOOLS.	Av. No. times Tardy.		Av. No. times Tardiness of Teachers in any room.		No. of rooms from which the Teacher was, during the whole year,		No. of rooms from which the Teacher was, during the whole year,		
	1872.		1872.		1872.		1872.		
	Scholars.	Teachers.	Scholars.	Teachers.	Not absent.	Not tardy.	Not absent.	Not tardy.	
1. Webster	.37	2.80	.30	9	18	10, 9, 5, 3, 1.	10, 8, 1.	10, 5, 1.	11, 10, 8, 6, 5, 1.
2. High	.64	1.37	.75	20	6	7, 2, 1.	7, 6, 4, 3, 2.	11, 10, 7, 6, 5, 4, 11, 7, 6.	2, 3.
3. Washington	.65	.32	6.80	5.60	25	6.	11.	7, 6, 5, 4.	6.
4. Woolsey	.66	.99	6.00	2.50	27	12	7, 6, 5, 4, 3.	6, 3, 2.	11, 10, 9, 7, 6, 5, 1.
5. Hamilton St.	.70	.72	1.30	.71	6	4	11, 6, 5, 3, 2.	11, 5, 3, 2, 1.	11, 6, 5, 1.
6. Dwight	.74	.62	3.20	1.70	15	5	7, 2.	8, 7, 6, 2.	11, 6, 5, 1.
7. South St.	.83	.90	8.40	7.90	19	19			
8. Wooster	.96	.81	7.40	5.00	26	19	12, 11, 9, 6, 5, 3.	11, 8.	12, 11, 10, 4, 1, 11, 10.
9. Washington Br.	1.10	.74	2.70	2.00	10	5	3, 2.	4, 2.	4.
10. Skinner	1.15	.94	8.60	9.30	37	31	10, 1.	10, 7, 2.	7, 4.
11. Eaton	1.18	.98	5.10	2.70	19	12	12, 11, 10, 8, 3, 1	11, 2, 1.	12, 10, 8, 6, 5, 11, 2, 1.
12. Division St.	1.70	1.33	1.50	0.	5	0	1.	2, 1.	2, 1.
13. Edwards St.	1.80	2.44	6.00	11.00	10	25	4, 3, 1.	1.	2, 1.
14. German-Eng.	1.97	3.	0.	0.	0	0	2, 1.	2, 1.	2, 1.
15. Elm St.	2.10	1.3	0.	.50	0	1			2.
16. Fair St.	2.10	1.17	4.10	12	13				
17. Dixwell Av.	2.47	2.48	4.60	7.00	13	20	5, 4.	6, 5, 4, 1.	
18. Clinton Av.	3.30	2.59	1.00	4.66	24	7	1.	1.	
19. Cedar St.	5.60	1.34	5.60	2.10	20	8			
20. Fair St. Ungr.	6.30	7.34	4.10	3.50	4	5	2, 1.	2.	
21. Goffe St.	8.30	7.15	4.50	.33	9	1			2, 1.
22. Whiting St.	29.70	no report.							
*Oak St.					*7	20			
*Clinton av. Ung.			10.50						

* In operation only a part of the year.

8. "Single Sessions."—By a rule of the Board, "In case of a violent storm, the session may be prolonged to one o'clock." The interruption of exercises and consequent loss to the school, when the work of the day is crowded into four hours, or a considerable part of the study and instruction of the day is entirely omitted, makes a "one session" day quite undesirable

It should be avoided, except when it comes clearly under the condition prescribed by the rule. That the opinions of the teachers differ materially in determining what is "a violent storm," is obvious from the number of days each school has had "single sessions" during the year. They are reported as follows:—

Eaton,	7.	South St.,	10.	Dwight,	16.
Washington,	7.	Woolsey,	12.	Wooster,	17.
Skinner,	9.	Dixwell,	12.	Division St.,	17.
Edwards St.,	9.	Hamilton,	13.	Goffe St.,	17.
Germ.-Eng.,	9.	Webster,	14.	Fair St., Ungr.,	17.
Oak St. (2 terms),	9.	Cedar,	14.	Fair St.,	19.

9. Attention is invited to the several tables in the Appendix, in which may be found the names of pupils who have been in attendance *one year* or more without absence or tardiness; and rooms of those schools in which *all the pupils* have been present *one hundred* (100) half-days or more, during the year.

10. The conditions of admission to the High School will be found stated on the third page of the Appendix; also immediately following are questions used last April, in the examination of candidates.

Those who wish to know what is taught and something of the character of the instruction in the High School course, may obtain some idea of the work done, by an examination of the printed questions used at the Annual Examination of the School.

DISTRIBUTION OF SCHOOL POPULATION.

The following table has been prepared from the school census of last January, and shows the number of children of different ages in each district at that time. A similar table was prepared two years ago, and by comparing them, any increase or diminution of school population will be readily ascertained. The only change in the boundaries of the districts was made at the opening of the Oak Street School, by taking from the Dwight District all of George street, beyond Howe and Derby turnpike, and all streets between those streets and Oak street, which were added to the Webster District. This section includes

about one hundred and twenty-five scholars taken from the former and added to the latter district. Aside from this addition, the Webster District appears to have made the largest increase of children, and, we must conclude, of population also. Of the six old districts, Dwight District has now two children less than two years ago; Wooster has seventy less; Webster has an increase of four hundred and sixty; Skinner, forty-four; and Washington, forty; making an aggregate increase of five hundred and eleven in two years.

Woolsey District was annexed after the Report of 1871 was printed. The enumeration of that district, for that year, made the number between 4 and 16 years, 990; in 1872, 1153, a gain of 163; in 1873, 1275, a gain of 122; making a total gain in two years of 285.

TABLE, showing the whole number of children enumerated in each district, in Jan., 1873, and the number at different ages; also, the total number in the schools, Feb. 1; and the number not in the public schools at the same time.

DISTRICTS.	Totals	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	Total 1871.
Webster,	2244	209	196	229	162	170	168	174	189	188	185	187	187	1784
Eaton,	1312	98	121	102	114	94	99	99	112	122	114	121	116	1273
Wooster,	1676	152	162	145	162	108	109	129	153	169	135	121	141	1746
Dwight,	2071	149	196	195	170	158	152	180	170	179	171	164	187	2073
Skinner,	1504	107	151	154	117	125	139	127	98	139	111	125	111	1460
Washington,	2181	223	196	205	203	165	169	175	173	178	159	75	160	2141
Woolsey,	1275	118	120	110	123	95	89	106	120	114	102	91	87	-----
Census Totals,	12263	1056	1142	1140	1051	915	925	990	1015	1179	977	884	989	10477
Total in the Schools 5th week, winter term.	7300	-----	427	673	754	805	796	847	833	847	660	406	252	6488
Not in Public Schools.	4963	1056	715	467	297	110	129	143	182	332	317	478	737	3989

ABSENTEEISM.

This term means persons of legal school age not attending any school, and does not refer to the absences of pupils while members of a school. The number of children in the schools during the fifth week of the winter term—first week in February, as given in the table above—is taken from reports of the teachers, giving the number of children of different ages between 5 and 15 years inclusive, registered as members of their schools during that week.

From the table may be obtained,

1. The number of children in each district between the ages of 4 and 16 years, at different ages, and the totals.

2. The number of children actually members of the schools of each district, of different ages, from 5 to 15 years, inclusive, and their totals, during the first week in February.

3. The number of children between 4 and 16 years, not in the public schools during the first week in February last: According to the foregoing table.

The number <i>not in public schools</i> , as above,	4963
Deduct all children under 5 years,	1056
" those attending private schools, estimated,	784
" " out of school, reported <i>employed</i> ,	881
	<hr/>
The number out of school without apparent cause,	2242

The statement by the canvassers would give the following results:

The number enumerated between 4 and 16 years,	12263
" " in the public schools,	7946
" " " private schools, estimated,	784
" " out of school, <i>employed</i> ,	881
" " under 5 years of age,	1055
	<hr/>
The number in <i>no school</i> —out unemployed,	1597

The difference between the two results, giving the number of children *in no school*, comes from the fact that in the first statement, the number obtained is based on the actual attendance of pupils during the first week in February, as counted and reported by the teachers.

The results from the canvassers' figures are based on replies of parents to the inquiry whether their children attended school or not during the year. Of course, perfect accuracy could not be expected from inquiries made during the process of canvassing; yet the information thus obtained has its value.

If the first statement had been made from the number of different scholars in attendance during the entire year, instead of the number (2242) obtained from a given week, the number *out of school during the year* would have been 1507, being 90 less than the number obtained by the canvassers. The one statement would seem, in a good degree, to confirm the other.

If now we make a liberal allowance for the non-attendance of children whose parents prefer to keep them out of school until past their fifth and sixth year, also for those who from bodily infirmity are unable to attend school, it is evident that

there are left more than a thousand children of school-going age not found in the school-room from the beginning to the end of the year. Besides, of those whose names are enrolled as members, some are present only a few days or a few weeks of the entire year; so that if we find the difference between the average number belonging and the whole number enrolled, it will appear that about fifteen per cent. of the latter are merely nominal attendants, coming and going, changing from one school to another, seldom remaining long enough anywhere to gain much good; more frequently proving detrimental to every room they enter.

A more efficient enforcement of the law to prevent truancy and vagrancy has revealed surprising cases of ignorance, for want of school instruction. Boys have been found on the street, fourteen and fifteen years of age, who did not know the alphabet and had never been at school a day in their lives. The recent prosecution of Italian "masters," who held a number of boys in their service, literally as slaves, and were actually prosecuted under the law enacted for the rendition of slaves, is suggestive of causes which keep children from school and in the ignorance of barbarism.

But it is not the foreign taskmaster alone who brings with him his little victims, and compels them to perform menial service under the shadow of the school-house, without permitting them to enter; allows them to see the bright faces and hear the cheerful voices of the children, while for a few pennies they perform their service, but are never permitted to join them as companions in seeking for treasures of learning.

Parents have been found so debased, so besotted, as to keep their own children from school, and compel them to beg food for the family and bring home intoxicating liquors, that they might live in indolence and gratify their depraved appetite. Others, for the small pittance a child can earn, are willing to sacrifice the future welfare of their offspring to secure it. It may be from ignorance of consequences to the child, but the result is the same. If a child were made a cripple, or deprived of the use of a right hand for life by the cruel treatment of a parent, to secure the gratification of a vicious appetite, or an indolent disposition, the righteous indignation of the community

would be at once aroused, and a corrective applied. But when the invisible spirit is wounded, or kept enveloped in dark ignorance, and its capabilities are permanently paralyzed, because not seen, the evil inflicted is not appreciated, and therefore is allowed to be perpetrated without remedy or restraint.

It is not alone through the vicious habits of parents that children are kept from the privileges of school instruction. A desire to increase pecuniary receipts perverts the judgments of not a few parents to such an extent as to sacrifice the educational interests of their children. Because the latter can be made helpful in the family, by service in shops and stores, which bring considerable sums of money during the year, many parents, in comfortable circumstances, become oblivious to the injustice they do to their offspring.

There is another class whose straitened circumstances compel many to do what they would gladly avoid. These increase largely the number of absentees from the schools. With them life is a continual struggle for existence, and every effort must be directed to secure food, clothing and shelter for the household. They are worthy of the attention of those whose benevolence prompts them to assist the needy; and a little timely aid will contribute both to the physical comfort and mental improvement of the children and do good service for the schools as well as for humanity.

While the Whiting Street Ungraded School is doing well for boys, who are receiving instruction which, under ordinary circumstances, they would fail to obtain, the girls are receiving less attention and are consequently sufferers. They do not naturally roam the streets as boys are wont to do. The native delicacy of those officers whose duty requires them to question tramps and vagrants, in relation to their occupation, when found wandering about the thoroughfares of the city, would naturally restrain them from meddling with the affairs of young persons found on the public walks. Consequently, few if any receive attention in this way; and though they may not appear so frequently on the street as do the boys, they do not all appear in the schools.

"The register of daily attendance" shows that, during the past year, the number of girls has been about 300 less than of

boys. The U. S. Census of 1870 reports an excess of about 1,000 females above the number of males, in the city; and between the ages of 5 and 18, the same authority reports an excess of 224 females over males. Now the deficiency in the schools—300—and the excess—224—give a total of some 500 female children of school age not attending the public schools. The reports of the canvassers do not make it appear that anything like the number named are found in private schools.*

The number of young girls employed in stores, and at light mechanical work in shops, is known to be large; and although I am assured by some employers that they do not allow children to come into their service without bringing a certificate from their teachers, that they have attended school three months during the current year, as the law requires, there is strong presumption, at least, that there are some who make no such requirement. Moreover, there are not a few parents who keep their children at home to assist in the work of the family, or send them out to light domestic service, with scarcely a thought or even knowledge of what the law requires, or of the penalty for its violation.

It is a fact worthy of serious consideration that forty-one children out of every hundred (.41 per cent. of all enumerated) are daily outside of the rooms of the public schools, throughout the year. After all reasonable deductions the number remaining, of those who are failing to obtain even an elementary education, is still too large for a city provided with the educational facilities furnished by New Haven.

SCHOOL SUPERVISION.

The City of New Haven, by legislative enactment, is made a School District. A Board of Education, consisting of nine

* From the Annual Report of the U. S. Commissioner of Education, for 1872, just received, it appears that, in the State of Connecticut, the number of white male scholars was 50,696 and the white female scholars 47,792, showing that in the State the number of girls in the schools is nearly three thousand (2,904) less than the number of boys; while the excess of females was about seven thousand (6,984) over the number of males, in the whole population.

In a large number of marriages in Scotland, from 9 to 12 per cent. more of the women than of the men, unable to sign their names, were obliged to make their mark. Is it a universal fact that more women than men are illiterate, in civilized countries?

members, elected by the people, one-third renewed every year, is charged with the administration of the public instruction of the District. They are all chosen at large, not limited to wards, subdistricts, or sections of the city. Thus men best qualified to perform the duties may be selected wherever found, residing within the District.

The general duties of the Board are divided and placed in the hands of three committees, of three members each, viz: 1. The Committee on Finance, to whom is entrusted the control and payment of all moneys. 2. The Committee on Schools, who have the direction of all that pertains to the department of instruction. 3. The Committee on School Buildings, who provide for the erection of new buildings and attend to general repairs. By this simple arrangement, the responsible duties of the Board are classified and committed to those members best fitted to perform them.

It is fortunate, on the one hand, that the people have so generally chosen, as members, intelligent, well-known business men, who are successful managers of their own private affairs, as well as those entrusted to them of a public nature. But on the other hand, such men find themselves too much absorbed in their own business to be able to devote that amount of time and attention to the details of school management needful to insure entire success. Nor could this be reasonably expected in the administration of an institution of such magnitude as our public school system has become, especially since no pecuniary compensation is allowed for their time and services. The necessity, therefore, of providing for the performance of their duties through the assistance of others is obvious.

Two executive officers are employed by the Board; a Secretary, who acts as a Recording Clerk of the Board, and performs such duties as may be necessary which devolve on the Committees of Finance and School Buildings; the other, a Superintendent of Schools, whose service is confined chiefly to the duties which would naturally belong to the Committee on Schools.

The advantages and disadvantages of a Board constituted as described and acting chiefly through executive officers, in the general supervision of the school interests and in the perform-

ance of duties in the several departments, need not here be discussed. It is sufficient to say, that we have avoided many serious difficulties which are inevitable in Boards consisting of large numbers of members, among whom duties of supervision and service are distributed—which are nominally, but seldom really and well performed, and in the nature of the case rarely can be. With a small number, unanimity in council and action are more easily secured than amid the conflicting interests and views of large numbers of councilors.

As a cardinal principle, it has been the object of the Board to furnish equal advantages and privileges to all parts of the District. In the employment of teachers, in school accommodations and supplies, all are served alike, so far as circumstances permit. The system of instruction and the course of studies required in one room are provided in all others, of the same grade. Unity of action and unanimity of purpose are cherished throughout the system, by those in and under authority.

In order to secure careful attention to every want of the schools and a prompt and thorough performance of all duties by which their efficiency can be increased, the whole time and exclusive service of the executive officers named are required to be devoted to those duties which would otherwise devolve on the members of the Board. By frequent reports at regular meetings and consultations with the several committees, the Board are kept thoroughly acquainted with the condition of the schools, in respect to instruction and all provision necessary for securing the best results possible of the system. From the information thus obtained they are enabled to arrive at correct conclusions, as they could not, with their limited time, if the duties were subdivided among the members. This arrangement does not preclude their visiting the schools, and giving their personal attention to their condition and wants. Indeed, such a supplementing of the duties of the officers is regarded as exceedingly desirable and highly important.

The inference must be plain that the responsibilities and labors of the officers are not insignificant. In their respective departments of duty, incessant care and watchfulness are necessary to guard against defective working of the system; and the

utmost promptness is necessary to correct errors and surmount difficulties which are liable at any moment to occur.

The office of Superintendent of Schools may be regarded by some as almost a sinecure; requiring only an occasional visitation of the schools and the issuing of now and then a direction to the teachers. Those think otherwise who best understand what it is to provide for the wants and supervise the work of two hundred teachers, attend to the classification, instruction and discipline of eight thousand pupils; hear the complaints, meet the exactions, allay the grievances and passions of no small portion of the parents of those pupils, while subject to constant interruptions which forbid the accomplishment of any settled purpose or plan of duties, not to speak of the thousand duties in detail that come up daily and hourly for attention.

I am tempted to make allusion to the demands upon the person who assumes to fill this office, because the extension of the District, the rapid increase of schools, teachers, pupils and a corresponding increase of duties, of which the details cannot be named, will sooner or later demand the consideration of the Board, to determine how the responsibilities and labors of the Superintendent can be so modified, with the growth of the school system, as to make it possible for any person to endure the mental and physical effort required to maintain our schools in a healthy, prosperous condition.

Two years ago, the plan of extending the duties of the Principal, so that his personal attention might be given to all the schools in his district, was partially adopted. So far as the trial has been made, the results are altogether favorable, and as an experiment it may be safely pronounced a success. In most of the large cities in which marked progress has been made in the improvement of public school instruction, this plan has been thoroughly tried and approved. Indeed it has been found an absolute necessity as a means of securing efficient work through all the grades of the schools.

Following the steady progress of our school, through several years past, we find a system carefully devised and well established,—not yet perfected. The problem to be solved is, by what means can a new “onward and upward” impulse be given which shall secure still more satisfactory results? The Board

of Education have provided abundantly school accommodations, have prepared a well defined course of instruction and furnished all needed facilities for accomplishing the object for which the schools are established. If the schools do not advance, the fault is not theirs. We are left then to the one conclusion, that the "new departure" must come from within the school-room.

But have not teachers been laboring faithfully hitherto, devoting their time, strength and talents to the work? Very true, but under disadvantages from which for their sakes and the benefit of the schools they should be relieved, if it can be done.

Until recently, the Principal of a large school was confined to the instruction of a single class of fifteen to twenty scholars and the general management of his own school-room. That his teaching was necessarily unsatisfactory and deficient, must be evident from the fact that rarely could a recitation be completed without frequent interruptions from calls of parents, visitors, and messages from teachers; while often the entire recitation must be omitted on account of some pressing demand requiring his attention or presence elsewhere. But the most serious loss was in the other eleven rooms which the Principal could not visit, for lack of time, so as to render needed assistance, or carry out effectually any plan for securing better methods of instruction and discipline. Each teacher was, by necessity, left to perform her duty alone, in her own way. If right, it was fortunate; if wrong, there was little chance for a correction. For want of opportunity to test frequently the work of each teacher, to determine its relative value as compared with other rooms, for which the pupils were candidates for promotion, deficiencies were allowed by the Principal, as unavoidable necessities.

But what of the condition of those schools remote from the Grammar Schools? If the latter suffered with the Principal under the same roof, what could be expected from those far away, left to themselves, to act as each teacher might think best, or feel inclined? How could such systematic work be accomplished in these schools, as may be done with the aid of one whose time is entirely devoted to securing uniformity of practice, as the system requires?

Under the new arrangement, time is allowed the Principal to make frequent visits, to examine carefully the condition of every room, to determine the character of the teacher's work as well as the progress of the pupils in their studies. In short, a particular supervision is now added to the former very general oversight of the Superintendent.

The success of the Principal in his supervisory duties will depend,

1. On a thorough knowledge, in general and in detail, of all that the system of instruction requires to be taught and to be done.

2. Upon the presentation to his teachers, of a full and clearly defined plan, or scheme, by which the duties of each shall be understood, as to extent and method.

3. Upon his efficiency, skill and industry in securing satisfactory results.

It is true that the Principal's task and responsibility are largely increased, because his field of labor is widely extended, and better results are reasonably expected from his efforts. But he finds his compensation in a consciousness of being able to work with greater freedom, and thus show greater capability for usefulness in his vocation.

The teachers also, brought into closer relations with the head of the school, have a deeper sense of responsibility, while they receive an inspiration to labor with increased energy and enthusiasm, because encouraged and aided by the constant coöperation of the Principal of the school.

Some of the advantages which have already become apparent under the extension of the Principal's duties, are the following:

1. Greater uniformity, both in governing and teaching, are secured in all the rooms. If a teacher is found weak in discipline, the Principal is able to advise or assist her until she is capable of controlling, or in case of failure, to report incapacity from undoubted evidence. The government through all the schools is improved, partly from the personal assistance afforded to the teacher, and in part from the frequent presence of the Principal in the schools.

2. The instruction given in the several grades is more uniform than formerly, because the Principal is able to devote time enough to each room to determine the character of the instruction given; also, to correct errors and suggest improved methods of teaching. Herein is great advantage, since the failure of a teacher to instruct her classes thoroughly, keeps back her pupils from promotion; or if they are prematurely advanced, the next teacher has thrown upon her a serious burden, being compelled to perform the work which the teacher below has failed to do.

3. Equal progress can now be made in the various branches, as assigned in the "course of study."

4. Examinations in all the schools are so made as to test both the thoroughness of the teachers and the attainments of the scholars.

5. The Principal has increased opportunity to teach, since in all the schools he should illustrate the best methods of instruction, by teaching classes in the presence of the teacher.

By this arrangement the Principals of the schools supplement, in part, the labors of the Superintendent, and render possible the performance of a service not difficult in the infancy of the school system, but quite beyond the capability of any man in its present increased magnitude.

INSTRUCTION.

The processes in teaching and the results of instruction show a steady approximation to uniformity and improved methods. The classes, with few exceptions, have been taken over the ground prescribed in the Scheme of Studies. The examinations have exhibited evidence of commendable effort, on the part of teachers, to instruct thoroughly and to prepare their pupils for a steady advance in their order of promotion. It is encouraging to observe that the number is gradually increasing of that class of teachers who are not satisfied with present attainments; who earnestly seek for the best methods and perform their duties with increased success. Upon such teachers we must depend chiefly for whatever of progress our schools shall make.

GEOGRAPHY.—Greater improvement has been made in teaching this branch, recently, than any other. The topical method, as taught in the Skinner School, was noticed last year. Its value as a comprehensive and rapid method of taking a class through a course is greatly superior to the ordinary way of question and answer.

During the past year, very gratifying results have been reached in the Dwight, Woolsey and Washington Schools, in which *map drawing* has been made the basis of instruction. Construction lines are used as prepared in Mitchel's Manual. In thirty minutes the map of any country, or section, may be quite accurately drawn by the whole class, either on the black-board, or on paper; sometimes one half of the class on the board, the other half on paper, at the same time. A description of whatever is drawn is given to the pupils as they proceed in the work. The descriptive part of the exercise can be quite limited, or enlarged to any extent desired. The process really combines the topical and mapping methods. The map drawing in the Washington School is done without construction lines, and it is claimed to have some advantages over those before described. There is good reason to hope that the time is approaching when the memories of the children will not be burdened with names innumerable, to be forgotten almost as soon as learned, or nearly useless if remembered, merely as names.

LANGUAGE LESSONS.—There is progress in teaching the pupils how to use language; and if all our teachers could understand how much delight language exercises give both the teacher and pupils, when well conducted, it would be used for recreation, rather than performed as a task. Especially is the enjoyment manifested by the younger children; and it is among them that the greatest good can be accomplished, because in their minds the preparatory work can be done for easier and more successful culture in the later school days. If ever English Grammar shall lose its bad name, quite recently acquired, and become respectable enough to be used as authority in the construction of a sentence, both within and without the school-room, it will be done by early training of the children. Let them be properly taught, and difficulties

that make its use a task will not be experienced by them in after years. I have seen in some of our Grammar Schools, off hand, fifteen minute exercises, so correct in the choice of words, construction of sentences, and forcible in expression, that they would have been creditable if they had been written by older and experienced writers. They were proofs of the facility that can be acquired by practice in a proper way.

But it is not merely to enable a pupil to *express thought* by *writing* and *speaking* that a ready and accurate use of language should be acquired, and that very early;—it opens the way, scatters light in the path, puts a key in the hand of the learner to unlock all difficulties in learning lessons in every future study. Reading comes, to a pupil properly prepared, as if by intuition. "Hard words" become to him a steel railway track, instead of a "corduroy road." Language not understood can no more express thought, than the telescope can reveal the heavenly bodies with the eye-glass covered. History is dry and repulsive to the pupil because the language fails to convey intelligible thought. Geography is full of stumbling blocks. Grammar is a blind guide because the pupil cannot understand its signs. No other subject demands of the teacher so serious consideration as how, at the earliest day and in the most effective manner, to teach the meaning of words and how to comprehend and express thought by their use.

ARITHMETIC, is, on the whole, well taught. But it must not be forgotten that about seventy-five per cent. of the pupils in our schools are under twelve years of age; that after that age three-fourths of the whole number have passed out of the reach of the teacher. Important as it may be that good instruction be given to those who enjoy the favor of pursuing a more extended course; far more needful is it, that these children whose school days are limited be taught both *well* and *much*. At best, they get only a little elementary knowledge of numbers. What they learn will be useful only as they are able to use their knowledge in business. Hence, a thorough acquaintance with the fundamental principles should be the main object in this study. Ability to add numbers rapidly and correctly is of the first importance. Such a mastery of the

Multiplication table should be gained that the slightest hesitation shall never occur in giving the combinations. These need *much teaching*,—much practice. The practical application of principles should be made very plain by numerous examples like those the pupils will have occasion to use after leaving school.

If there is any special defect in teaching the advanced classes, it is in the neglect of practice in simple addition, and the retention of familiarity with first principles. Accuracy and rapidity of combination in adding long columns of figures are of the first importance.

READING.—Everybody feels competent to teach this branch, yet how few prove their capability by superior excellence in results. Something more is necessary than a few verbal corrections, frequent directions to read louder, or slower, to mind the punctuation marks, in order to make good readers. So many elements are essential, either to read well, or to teach reading with eminent success, that few persons are willing to take the trouble of going through such a course of exercises as will make one a superior reader or teacher of reading. Perhaps there is no study in our schools in regard to which the teachers are apparently so indifferent to high attainment as that of reading. It may be apparent only,—not real. But if more earnest desire to raise the standard were evinced; if a stronger determination to use all the means in their power, such evidence would go far to remove the impression that either lack of interest or incompetency prevents the desired success.

Beside the application of the rules requisite for giving instruction in reading, a proper training of the voice is indispensable. Vocal culture should make a part of every exercise in reading. Three years ago, nearly all our teachers received a course of lessons in vocal training, combined with physical exercises. Good results were immediately manifest, and many teachers still persevere in practicing them. No better basis for a decided improvement in reading could be taken, than that system which promised so much, but partially failed only for want of a thorough application.

PENMANSHIP is taught by all the teachers; in the lower grades on slates, in the higher on paper. All are not equally successful; but the general results are quite satisfactory. There is considerable margin for improvement in some schools. In the High and Grammar Schools specimens are produced which leave little to be desired.

DRAWING was introduced as a branch of study in the public schools in the fall of 1868. The teachers began the work without experience, most of them without any preparation, except a brief course of instruction given by Prof. Bail at the beginning. New teachers have come in from time to time, without previous qualification for teaching, and have been obliged to learn while giving instruction. Although Prof. Bail has nominally had the supervision of this department, not much could reasonably be expected from one visit from him to each room, of fifteen minutes, at the beginning of the term, wholly devoted to giving directions relating to the work to be done, and another at the end of the term, to examine what had been done. Under the circumstances, we may be justified in saying that commendable progress has been made. The system, at least, is well established. The pupils, from the primary department to the High School, have learned how to use the pencil with considerable skill in reproducing the figures placed before them in their daily lessons. For the results, the teachers are entitled to considerable credit, laboring, as they have done, under disadvantages which they have experienced in no other branch they have been required to teach. Nor could more have been accomplished by any one supervising the work, in the limited time allowed. The principal deficiency noticed in the system has been the failure to introduce occasional exercises, which would test the pupil's skill in applying his knowledge of principles to a practical use. Combination of forms to produce original figures of the pupil's own *invention*, would stimulate his ingenuity; would satisfy him that he had made a valuable attainment while learning the dry lessons, for the sake of the principles in them. An occasional attempt to draw the form of a simple object would show him the practical application of what he had been required to learn.

The child is drilled in set lessons in reading, that he may be able to read any book without help; and practice in reading independently enables him the more easily to learn set lessons. Patient practice of the scale is essential in learning vocal music, but an occasional song furnishes recreation and shows the importance of learning the scale well. The same principle applies to drawing.

Some specimens of independent drawing by the pupils have recently been prepared, exhibiting their skill in *invention*. Hereafter, frequent exercises of the same kind will be required, which doubtless will give an impulse and a new interest to the subject.

In order to increase the efficiency of this department, the Board have appointed Prof. Bail to take the supervision of drawing and give instruction in all the schools. All his time is to be given to his duties in this department, which will be apportioned to the schools as presented in the time table.

VOCAL MUSIC has become a recognized, well established branch of public school instruction. At no time since its feeble commencement, nearly ten years ago, has it reached so high a degree of excellence, as now. The new Music Readers, prepared by Mr. Jepson, which are the embodiment of his experience in the school-room, have given a new impulse to the exercises in this department. Examinations in this branch are conducted in the same thorough manner as in other studies, of which an idea may be gained from the examination exercises to be seen in the Appendix.

HIGH SCHOOL.

The first year of the High School in the new edifice is completed. At the opening of the fall term, with an accession of nearly three hundred new pupils drawn chiefly from the Grammar Schools, a re-organization was effected on the new basis. The whole number of different pupils in attendance during the year was four hundred and thirty-two.

The transfer of so large a number must necessarily reduce the standard of scholarship, temporarily, in both the High and Grammar Schools. Consequently, in the High School, it became necessary to form a fifth class of those not yet prepared

to enter upon the regular course of study in the fourth class. But, at no distant day, this extra class will be promoted to the regular higher course of study, and the former maturity of pupils in the Grammar Schools having been regained, promotions of pupils from the first class will be made directly to the fourth class of the High School, when the fifth class will no longer be required. Indeed, considerable progress has been made, during this first year, towards such a result; for at the annual promotion in April last the fifth class was reduced nearly one-half.

Vocal Music has been taught entirely by Mr. Jepson through the year, two lessons a week. The large assembly room has been found very convenient for the accommodation of large classes for this purpose. Much time is saved by bringing together three or four hundred pupils for instruction.

Prof. Bail has given instruction in drawing as heretofore.

At the close of the winter term, a rigid written examination of the whole school took place, occupying a week. One day was also devoted to an oral examination, which was witnessed by many friends of the pupils, and citizens. Another day was occupied with rhetorical exercises, consisting of declamations and the reading of original essays, interspersed with vocal music by the school.

At the close of the winter term, an examination of the pupils of the first class in the Grammar Schools was made, comprising 132 members from all the schools. From these a number were taken, according to their rank in the examination, to fill the seats made vacant in the fifth class, by their promotion to the fourth class in the High School. The number thus taken at first was sixty-two. A few more were afterwards added, at the opening of the summer term. The difficulty of classifying the High School was such that it was not deemed advisable to attempt a further promotion to fill the vacant seats on the upper floor.

The following are the names of those members of the Senior class who read during the day of the anniversary exercises, and the subjects of their essays:

1. MISS S. E. MANNING: The Man in the Moon.
2. MISS A. C. NORMAN: A Sail up the Hudson.
3. MISS J. R. CATLIN: Ghosts.

4. MISS L. M. BEDELL: Origin, Progress and Tendencies of the Drama.
5. MISS L. W. SHERIDAN: What Came of Eating an Apple.
6. MISS E. E. SMITH: Words.
7. MISS A. A. SMITH: The Fire Elf.
8. MISS M. L. BATES: Mistakes.
9. MISS E. L. WILLIAMS: Hobbies.
10. MISS C. E. BLAKESLEE: Ideals.
11. MISS J. E. PLATTS: Napoleon III.
12. MISS S. E. BROWN: Struggles for Existence.
13. MISS D. T. HOWARTH: Class History.

The graduating exercises of the Senior class took place on Thursday evening, April 10th, in the large assembly room of the High School, which was crowded with an audience that gave marked attention through the whole performance.

The following members of the class read original essays in the evening:

1. MISS E. J. PHELPS: Does Prosperity or Adversity best develop Character?
2. MISS E. L. BISHOP: Despotisms of Social Life.
3. MISS R. ALLAN: The Sovereigns of the World.
4. MISS M. L. JOHNSON: Human Littleness and Human Greatness.
5. MISS S. E. HUSTED: A True Education, with Valedictory Addresses.

Diplomas were presented to the class by the Superintendent of Schools.

Hon. Harmanus M. Welch presided on the occasion, in the place of Hon. L. W. Sperry, President of the Board of Education, who was absent on account of illness.

At the close of the exercises, interesting addresses were made by Hon. Henry G. Lewis, Mayor, B. G. Northrop, Secretary of the State Board of Education, Prof. Cyrus Northrop, of Yale College, and Rev. John E. Todd. Rev. David Murdoch offered the closing prayer.

Of the eighteen members of the class, eleven are already employed in the Training Schools, in preparation for teaching; the others, with one exception, expect to occupy similar positions whenever vacancies shall occur.

No increase of the library has been made during the year; but about seven hundred dollars, from the State and city appropriations, were expended for philosophical and chemical apparatus.

The following statement shows the number of pupils in the several studies of the school, during the year:

Book Keeping,	122	Latin,	108
Arithmetic,	129	German,	104
Algebra,	65	Botany,	47
Geometry,	30	Physiology,	176
Trigonometry,	8	Natural Philosophy,	30
Rhetoric,	29	Chemistry,	20
English Literature,	35	Astronomy, } Senior Class, 18	
Ancient and Mod. History, 69		Geology, }	18

TRAINING SCHOOLS.

The value of these schools has never been more clearly evident than now. Seven years of trial have proved not only their utility, but the absolute necessity of such an institution here, and under our own entire control, as all the public schools are, in order to sustain our system in any tolerable degree of prosperity and efficiency.

At the opening of the new school year, Sept. 2, 1873, the number of teachers actually employed in all the public schools of the city, who have been members of the training schools, will be *seventy-one*, or a fraction over forty per cent. of the whole number of female teachers. At the outset, these young teachers could be employed only in the lower primary rooms. Now, one is appointed to teach in the High School, one has just been promoted to the highest position in one of the Grammar Schools, and a considerable number are in charge of the higher rooms in those schools. If the Cedar and Fair St. Schools were now conducted as the other schools are, twelve experienced teachers would be required to do the work which these young teachers are now doing, while gaining experience, and at an increased expense of over two thousand dollars above the present cost, even if under the supervision of a lady principal, at half the salary of a male principal. And then a very large proportion of the teachers employed would necessarily come from abroad.

The good quality of instruction in these schools is proved by the fact that pupils transferred from them to the Grammar Schools almost invariably enter rooms and classes higher than those they leave in the training schools. Since it is the first object to impart to the young teachers the best methods of

instruction and discipline, such results might naturally be expected.

The number of graduates from the High School will in future be largely increased; and since their education in that school and their long drill as pupils in the public schools so admirably fit them for the training preparation, there will be little occasion to go out of our own school limits to obtain an ample supply of teachers for our schools.

EVENING SCHOOLS.

The Evening School for young men was removed from its old quarters in the City Hall and opened in the basement rooms of the New High School building, Oct. 1, 1872. About the usual number of applicants for admission were received, over 400; and about the usual attendance was secured.

From the report of the Principal, Mr. Prudden, I make the following extract.

"I think the Evening School has been a great improvement on the previous winter, not only as regards numbers, but in regularity, punctuality and interest in the studies; also in deportment. Although we had a school only three evenings a week, the scholars in my own room have accomplished quite as much as ever before. Several have finished the studies that have usually been pursued, and would have been glad to take up some mathematics higher than Arithmetic, as well as Grammar, Geography, &c. Many were so much interested as to study during the evenings when there was no school. In the other rooms, however, much less progress was made than before, owing to having school only three evenings in a week. Between Wednesday and Monday following, the boys lost much of their interest. Enthusiasm goes a good way, and this is greatly dampened by vacations of more than half the time.

Two boys were present every night excepting one, and that was the last one of the term. Their names were Simeon Newheim and Abraham Weil. Others specially worthy of mention are Charles Miller, John McCarthy, Morris Shehan, John Duffy, Bartholomew Healy, George Pfeiffer, Joseph Shappa, Win. Hirscher, Bartly Daily, Nicholas Brown, William Holloran, Joseph Fisher."

I desire to commend these young men to the attention of business men who wish to secure the services of faithful persons in their employment.

An Evening School for young women was also opened, as an experiment, and held only on Thursday and Friday evenings of each week. Over one hundred attended a part of the time, and the interest was quite as great as that manifested by the young men. Five teachers were employed, two ladies and three gentlemen. I should recommend the employment of ladies only, in future, for this department. The experiment may be pronounced a success.

UNGRADED SCHOOLS.

The need of special provision for the class of scholars attending these schools, has never been more obvious than during the past year. The instruction there given is particularly adapted to the wants of this class of pupils. They are limited to a few elementary studies, such as will be most likely to be useful to them in the future; and the teaching is more personal than can be given in the large classes of the graded school.

WHITING ST. SCHOOL.

This school receives only boys. From the report of Mr. Hart, who has charge of it, made at the close of the year, a few extracts are here presented.

"The average number in daily attendance for the whole of the past year has been 31.4, which is 2.8 less than the previous year. Not half as many boys have been brought by Mr. Davison, the truant officer, as during the previous year. However, the regularity of attendance has been considerably increased. Last year 46 boys attended less than one week; this year only 24. The attendance being less broken, I have been able to attain much better scholarship and discipline.

This year I have had 61 cases of truancy, last year 79."

Mr. Hart names several causes which lead boys into irregularity and vice. "The worst cases generally come from the worst homes; another cause is the fact that there are gangs of older boys from 14 to 18 years of age on the street, who lead away the younger ones, teach them to steal, &c. Several such cases have occurred to my certain knowledge."

The improvement of the boys is quite gratifying. Less punishment is necessary, and evidence of self-respect is obvious. Mr. Hart says: "The object of the school is chiefly reformation and not punishment; and I employ every means I can bring to bear, anecdote, personal influence, close observation, &c., to improve their personal habits, in and out of school. I make a careful study of each boy and adapt myself to circumstances. I endeavor to combat in every way I can such habits as chewing, smoking, drinking, swearing, fighting, lying, stealing, &c. Fully three-fourths of the boys brought to me have begun to acquire vicious habits." * * * * *

"Boys at this age, although neglected and vicious, are not so hopelessly hardened as many suppose. *They can be reached.* They appreciate and are grateful for kindness. Finding I am willing to trust them, they become trustworthy. Most of these boys have fine sensibilities where one would least expect to find them. By searching out the latent germs of good in the boys, and calling out and strengthening these, I can do more than by whipping out the bad traits. I have had about 200 of the hardest boys of New Haven under my care, and I have not found a single boy I could not govern, nor a single boy whose character I could not improve, at least, a little." * *

"The progress in studies has been much more satisfactory this year than last, especially in reading and arithmetic. I require a faithful day's work from each boy, and a majority of the boys have been industrious and ambitious."

These passages are given as the best means of presenting some idea of the work done in the school during the year, and the spirit with which it is conducted. Encouraging as the results are, much remains to be done to give it that efficiency which will produce the greatest good.

It is known as an "ungraded school;" that is, a school in which pupils cannot be classed and graded as the other schools are; but the pupils require much personal instruction from the teachers. Three classes of pupils are found in it. 1. Those who are habitually irregular in their attendance at the graded schools, where their irregularity is a hindrance to the progress of pupils who are regular. 2. Those who become habitual truants. 3. Insubordinate, lawless transgressors, whose pre-

sence and influence are destructive of good order and the interests of the school.

Among the latter are sometimes found those whom nothing but the strong hand of the law can restrain. Although young in years, they are already well advanced in vicious habits, and are ready, at the first opportunity, to join the ranks of those hardened criminals who do not hesitate to commit the foulest crimes against life and property. During the past year, of this class—

1 was sent to jail, and 3 to the Reform School at Meriden.

2 were sent to jail and 8 to the Reform School at Meriden the year before. Some provision should be made for this class, better than to send them to the Alms-house, the jail, or the State Reform School.

THE FAIR STREET Ungraded School is under the care of two lady teachers, and to this school are sent chiefly girls who are irregular and a few boys who do not need the strong government of a man. It has been under the instruction of two faithful teachers, who have a special gift for the successful treatment of the class of children they are called to instruct. For many years they have been gradually raising the character of the school, from the lowest to almost an equality with the graded schools, and that under very great disadvantages. Excellent instruction is given in it, and frequently pupils promoted from it take position among the upper grades of our best schools.

CLINTON AVENUE Ungraded School was established about the middle of the past year, to meet the wants of the Woolsey District. Its good influence has already been quite perceptible; and when fully established, it cannot fail to be of great service in the district in which it is located.

If my limits would permit, I should be glad to make a more particular and full presentation of the schools and their daily methods of operation. They will bear a close scrutiny, and it is my firm belief that the better they are known by our citizens, the stronger will be the conviction of the community that the results accomplished in them are of the highest importance to the public welfare. I can only say, in conclusion,

that the Principals who have charge of the large schools are men of long experience in teaching, and have proved their capability during the years of their labor among us, and each year their experience is becoming more valuable. A large number of the assistant teachers have been engaged many years in our schools, and increased experience has imparted greater value to their services. I can say with confidence, that never has greater harmony prevailed among the teachers, than during the year past; never has a stronger purpose been evinced, to prove that all are cordially disposed to coöperate together and with the Board, for the advancement of public instruction in the schools.

Respectfully submitted,

A. PARISH,

Supt. Schools.

New Haven, Aug. 31, 1873.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the re-organization of its studies:

I. The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. For those whose circumstances limit the time of their attendance at school, or who wish to prepare themselves for some particular vocation, a selection from the regular studies may be made adapted to their wants. A special preparation for *commercial pursuits* comprises so much of the regular course as the time of the pupil will admit; and in addition, special attention is given to Book-keeping, Commercial Arithmetic, Penmanship, Business Forms, &c.; also to Mensuration, Mechanical Drawing, and the principles of Physical Science as pertaining to Mechanic Arts, &c.

III. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan designed to exhibit the course of instruction necessary for the several purposes named.*
[See the Course of Study, Grades IX, X, XI, XII.]

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third is optional. The optional studies are in *Italics*.

P R O G R A M M E OF THE COMMERCIAL DEPARTMENT.

The course of study, in the Commercial or Business Department, will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, &c.

Correspondence.—A variety of topics connected with the details of business will be given the pupil, designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy, Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place at the High School during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination unless prevented by sickness. Those thus detained and non-residents may be admitted during the year for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with "French's Common School" to chapter X, and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Mitchell's Intermediate Geography is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States through the Revolutionary War is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

Since the occupation of the new Hillhouse High School edifice, Sept. 2nd, 1872, a fifth class has been added, of which the studies will, at present, be essentially the same as those pursued by the first class in the Grammar Schools. This, however, is only a temporary arrangement made necessary by the transfer of a large number of pupils from the Grammar Schools to the High School. Whenever the fifth class and all candidates for admission to the High School shall be prepared to enter the fourth class, on examination for admission, the fifth class will be dispensed with, and all pupils of the High School will be comprised in the four regular classes, except such as may, for satisfactory reasons, be included in the special class.

NEW HAVEN PUBLIC HIGH SCHOOL. EXAMINATION OF CANDIDATES.

JUNE, 1873.

RULES FOR THE EXAMINATION.

1. The scholar must *not* write his *name* on any of his examination papers.
2. Each scholar must write, at the *head of every sheet* containing answers to the questions, the following:
 1. The *examination number* to be used instead of the scholar's name.
 2. The date of the examination.
3. The work may be prepared upon separate paper, or slate, and afterwards copied upon the examination paper; but no time will be given for copying after the expiration of the time allowed for the exercise.
4. The *questions* are *not to be copied*. The *answer* must be *numbered* to correspond with the *number* of the *question*. Leave a *blue line* between the last answer and the one before it.
5. The general appearance of the paper with reference to neatness, spelling and penmanship will be taken into account. The writing should be kept within the marginal lines.
6. When you cannot give an *answer*, write the *number* of the *question*, and write against it—"cannot answer."
7. The *solution* of each problem must be copied *in full*, so that the *process* may be examined as well as the answer.
8. Pupils must not have any written or printed matter, except the questions, within their reach during the time of examination.
9. *No inquiries* by the *scholars*, nor *explanations* by *teachers*, relating to the *questions* or *work* of the examination, are allowed during the time assigned to each subject.
10. After the questions have been distributed, pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being liable to undergo a subsequent examination.
11. *All communication* between pupils during the examination is strictly forbidden.
12. The examination will close punctually at the expiration of *two and a half* hours from its commencement; but any who choose to do so can hand in their papers at the end of *two* hours.
13. Any evasion or violation of the above rules will subject the pupil offending to another examination, or dismissal from the class.

TO THE PRINCIPALS.

1. Give out the *rules for the examination*, and require the pupils to read them *with care*.
2. Give out the cards on which pupils must fill the blanks, *accurately*. Return the cards filled, at the end of the first day's examination.
3. All the *printed questions* and the *answers* written by the scholars must be collected *promptly by the teachers*, at the end of the time allowed for the exercise, and *forwarded, without delay, carefully enveloped*, to the office of the Board of Education, addressed to the Superintendent of Schools.

EXAMINATION OF CANDIDATES FOR THE HIGH SCHOOL, FIFTH CLASS—APRIL, 1873.

ARITHMETIC.

1. Set down in figures and add the following:—Three hundred eight million eighty thousand twenty and five-tenths; four hundred million five hundred four thousand three hundred nine and five thousandths; eighty thousand nine and four hundred twenty-five thousandths; nine hundred eight thousand eight hundred seventy and twenty-five millionths; seventy million ninety thousand fifty and six hundredths.

From the amount thus obtained subtract:—Seven hundred seventy-nine million six hundred twenty thousand nine hundred forty-nine and three hundred five thousandths.

Divide the remainder by five thousandths.

Multiply the quotient by fifty and two hundred and five thousandths.

Write in words, the sum, the remainder, the quotient, and the product obtained.

2. I bought a lot of teas for \$376.75, and paid \$31.18 $\frac{1}{2}$ for transportation on them. For how much must I sell them to make \$103.12 $\frac{1}{2}$?

3. Define a square foot; a square acre.

4. What is the difference between 9 square rods and 9 rods square?

5. Define a cube; a rectangular solid.

6. How many yards of carpeting will it take to carpet a room 11.5 yards long and 5.5 yards wide?

7. How many cubic yards in a cubic mow of hay which measures 1 rod in each of its three dimensions?

8. How many square feet in the four walls of a room 18 feet long, 13.25 feet wide, and 9.5 feet high?

9. How many gallons of oil will an apothecary use in filling 500 gill bottles?

10. Explain how the number 1728 (cubic inches) is obtained, in the table of cubic measure.

11. .00021 ton is what decimal of a pound?

12. Define a circle; a circumference; a diameter; a radius; the measure of an angle.

13. Define an odd number; a prime number. Write the first five odd numbers; the first five prime numbers.

14. The sides of my garden are 168 feet, 280 feet, 182 feet, and 252 feet. What is the greatest length of boards that I can use in fencing it, without cutting any of them?

15. $\frac{7}{12}$ of $2\frac{1}{2}$
 $\frac{1}{4}$ of $8\frac{1}{2}$ = what number?

16. How many yards of cloth $\frac{3}{4}$ yd. wide will line $23\frac{1}{2}$ yards, $1\frac{1}{2}$ yd. wide?

17. The parts are $4\frac{1}{2}$, $5\frac{1}{2}$, $3\frac{1}{2}$, $4\frac{1}{10}$, and $1\frac{1}{4}$. What is their sum?

18. The 350 girls in a certain village school are 56 % of the whole number of pupils. How many pupils in the school?

19. At what price must a grocer sell cheese that cost him \$0.15 per pound to gain 33 %?

20. A collector's fees for collecting a town tax were \$197.72, and the whole tax was \$14,829. What per cent. did the collector receive?

ENGLISH GRAMMAR.

1. For what purpose do you study English Grammar?
2. What is the name of that Part of Speech which indicates *objects*? *Actions*? *Qualities*? *Manner*? *Emotions*?
3. To what Part of Speech does Gender belong? Voice? Comparison? Number? Tense?
4. What Part of Speech is used instead of a Noun? Write a sentence which shall contain one such word, or more; draw a line under it.
5. Write ten words which are used instead of Nouns.
6. Define a *Subject*; a *Predicate*; a *Proposition*. Write a sentence to illustrate. Name each.
7. Name the Moods used, and tell what each expresses.
8. What properties belong to Nouns?
9. Name and define the three degrees of comparison of Adjectives. Compare *wise*, *good*, *careful*, *bad*, *great*.
10. What is a *Phrase*? a *Clause*? a *Sentence*?
11. Define a *Relative Pronoun*. Write a sentence containing one; name its Antecedent and Descriptive Clause.
12. Define a *Descriptive Adjective*; a *Definitive Adjective*. Give an example of each in a sentence.
13. How do you distinguish a Transitive Verb? an Intransitive Verb?
14. Write the following words in the poss. case, sing. and plu. numbers: *Lady*; *Fox*; *He*; *She*; *Who*.
15. Give the synopsis of the verb *write*, with *we*, through the Indicative Mood.
16. Parse the words in italics in the following couplet: (No. credits equal to the answers to 5 questions.)

*My Mother! when I learned that thou wast dead,
Say, wast thou conscious of the tears I shed?*

What is the object of *learned*? of *shed*?

GEOGRAPHY.

1. Define, 1, *Latitude*. 2, *Equator*. 3, *Strait*. 4, *Meridian*. 5, *Isthmus*.
2. In what degree of latitude is New Haven?
3. Name and locate five large cities in Asia.
4. In what part of Europe are nearly all its mountains? Name and locate two volcanoes, two highest peaks, and four ranges of mountains in Europe.
5. Draw a map of the New England States, showing the principal rivers, mountains, lakes, the capitals, and some of the chief towns.
6. Name, 1, the Counties of Connecticut entirely west of the Connecticut River; 2, those entirely east of the Connecticut River; and, 3, those which lie on both sides of the same river.
7. Name four countries of Europe over which the 40th parallel of latitude passes.
8. Name eight of the United States over which the parallel of the 40° of latitude passes.

9. Bound Kentucky. Name its capital and two other cities.
10. Name the States that touch or border upon Lake Michigan.
11. Name the States and Territories, in order, through which the Union Pacific Railroad passes from Omaha to the Pacific Ocean.
12. Describe the Amazon River. Name two principal branches on its *left* bank, and three on its *right* bank.
13. Locate—in what State, on what body of water—Buffalo, Toronto, Detroit, Newport, Topeka.
14. Name the States east of the Mississippi River which have neither lake coast nor sea coast.
15. What and where are the following :—
 (1) Moosehead. (2) Hatteras. (3) Panama. (4) New London. (5) Martha's Vineyard. (6) Mozambique. (7) Litchfield. (8) Ceylon. (9) Ararat. (10) Honolulu.
16. Describe, particularly, the shortest *water route*, naming all the bodies of water over which a vessel would pass, in sailing from Constantinople to Bombay.
17. Name five peninsulas of Europe, and the bodies of water lying around each.
18. Name four of the United States in which minerals abound, and tell what are the principal minerals which each State produces.
19. Name five States, and tell what are the chief agricultural productions in each.
20. Name four leading manufacturing States, and some of the articles manufactured in each.

HISTORY OF THE UNITED STATES.

1. Write a brief account of Christopher Columbus.
2. How many voyages of discovery did he make? In what years? What did he discover in each?
3. After whom was America named? Describe his discovery.
4. Give the name and an account of that discoverer who went in search of a wonderful fountain. Describe what he found.
5. Give an account of the discovery of the Pacific Ocean.
6. Give an account of the Huguenot attempt to settle South Carolina, and of the destruction of the Huguenot settlement in Florida.
7. Describe Gosnold's expedition.
8. What part of the country was called North Virginia? What part South Virginia? To whom was each granted?
9. Give an account of the Plymouth Company's attempt at settlement.
10. Describe the first settlement in Virginia.
11. Write an account of John Smith, and what he did.
12. Give an account of the settlement of Massachusetts.
13. Give an account of the New Haven Colony.
14. State how the three Colonies of Connecticut were united.
15. When did the New England Colonies form a union?
16. What were the causes of Queen Anne's War?
17. Give an account of the settlement of New York.
18. What were some of the causes of the French and Indian War?
19. Name three battles fought during the French and Indian War; give the name of the commander on each side, and state which party conquered.
20. Write as many dates (giving the year only) as you can think of, to which you can attach some event that happened during the year named.

EXAMPLE.—1492, Columbus discovered America.

ANNUAL EXAMINATION. HILLHOUSE HIGH SCHOOL.

APRIL, 1873.

BOOK-KEEPING—FOURTH CLASS.

Write the Journal, Ledger and Trial Balance from the following transactions, allowing in the Ledger ten lines each for cash and merchandise, and six lines for all other accounts.

New Haven, April 1, 1872.—Student and T. E. Rochfort are partners in the Produce and Commission business. Style of the firm, ——— & Rochfort. Gains and losses to be equal.

Student invests, Cash, \$10,000. T. E. Rochfort invests, Cash, \$5,000; Promissory Note for \$5,000, dated March 1, 1873, and signed by W. W. Bailey, in favor of A. McDonald, due in three months, with interest.

2. Bought of W. W. Gibson, on our acceptance, at 10 days, 50 bbls. St. Louis Extra Flour @ \$13.50, \$675.00; 100 do. Superfine Flour @ \$8.25, \$825.00. Total, \$1,500.00.
3. Received from E. Gillette, St. Louis, to be sold on his account and risk, 100 bbls. Extra Flour. Paid for freight and drayage, Cash, \$213.50.
4. Paid one month's rent, Cash, \$75.00.
5. Sold for Cash, from Gillette's Sales, 50 bbls. Flour @ \$11.40, \$570.00.
7. Sold for Cash, 30 bbls. St. Louis Extra Flour @ \$14.50, \$435.00; 75 bbls. Superfine Flour @ \$9.00, \$675.00. Total, \$1,110.00.
8. Sold J. F. Luby, on his note at 30 days, from Gillette's Sales, 50 bbls. Flour @ \$11.50, \$575.00.
12. Rendered E. Gillette an Acc't Sales of Flour. Our charges not posted are, Storage and Insurance, \$21.43; Commission, \$28.62. E. Gillette's Net Proceeds are ———. Total Debit to Sales, ———.
15. Accepted E. Gillette's Draft on us at 10 days sight, favor of E. Linsley, for \$381.45.
21. Paid our acceptance favor of W. W. Gibson, due the 16th: face of acceptance, \$1,500.00; interest for 5 days, \$2.46. Total, \$1,502.46.
28. Paid our acceptance favor of E. Linsley, due this day, \$381.45.

April 30. Resources not shown on the Ledger:

Merchandise,	\$476.25
Interest Receivable,	25.00

Liability.—Interest Payable, \$3.36.

ANCIENT HISTORY.

1. Describe the taking of Babylon by Cyrus. Name other occasions when this city was taken.

Name ten or more distinguished individuals cotemporary with Socrates.

How long did Alexander's career of conquest continue? How far did it extend? When, where, and at what age did he die?

2. What was the *Areopagus*? the *Sacred Theban Band*? the *Piræus*? the *Parthenon*? the *Paralus*?

Name the seven kings of Rome. When and under what circumstances was the regal government abolished?

3. What was the office of dictator? Name individuals who held that office.

What was the Agrarian Law? the Licinian Law? Give an account of Archimedes.

4. State what was determined by the following battles:—

Egeus-Potamos; *Actium*; *Arbela*; *Ounaza*; *Leuctra*; *Marathon*; *Metaurus*; *Pharsalia*; *Platea*; *Zama*.

Give the history and meaning of the words:—

Philæppic; *candidate*; *portal*; *ipse dixit*; *Oincinnati*.

MODERN HISTORY AND ENGLISH LITERATURE.

JUNIOR CLASS.

I. Give a general outline of the condition of Europe in the sixteenth century.

II. Compare the causes which separated England from the Romish Church with those which led to the Reformation in Germany.

Origin of the title "*Defender of the Faith*;" of the word *Protestant*.

Name five persons prominent in the Reformation in Germany, and the party with which each was identified.

III. Name the candidates for the imperial dignity on the death of Maximilian I. Pedigree and possessions of the successful claimant. Circumstances attending the closing years of his life. Who succeeded to his dignities?

IV. Causes which led to the Revolt of the Netherlands. Surname of the great defender of Dutch liberties, and how obtained?

V. How are the following persons connected with European history? Maurice of Saxony; John Knox; Sully; Mazarin; Thomas Wentworth.

At what price did Henry of Navarre purchase the crown of France? Morality of his act.

VI. Causes which led to the great civil war in England. Name three important battles.

Character of Cromwell's reign. Upon what three suppositions may its unpopularity and the joy of the people at the Restoration be explained?

VII. For what are the following names most distinguished in literature? Sir John Mandeville; John Wycliffe; William Caxton.

Name the minor works of Chaucer.

Who was the author of *Confessio Amantis*? of the *Vision of Piers Plowman*? Give the title of the first book printed in England.

VIII. The Minstrels, from early times to the age of Queen Elizabeth.

IX. Give Dr. Craik's summary of facts in the history of English Metrical Romance.

X. Describe the home of Sir Thomas More at Chelsea. Upon what two works does his fame as a writer rest?

RHETORIC.

1. Define *rhetoric*. Give the derivation and original meaning of the word. Punctuate and capitalize the following passage:—

Early one morning they came to the estate of a wealthy farmer they found him standing before the stable door and heard as they drew near that he was scolding one of his men because he had left the ropes with which they tied their horses in the rain all night instead of putting them away in a dry place ah we shall get very little here said one to the other that man is very close we will at least try said another and they approached

Give rules for the last five changes.

2. Define a *loose sentence*; a *periodic sentence*. Reconstruct the following into long sentences:—

The land journey was no longer thought of. The Greeks were too well known. They had but recently massacred the Latins in Constantinople. Vessels were required for the voyage by sea. The Venetians were applied to. The traders took advantage of the necessity of the Crusaders. They would not supply them with transports under eighty-five thousand marks of silver. They chose to take a share in the Crusade. In return they stipulated for a moiety of the conquests.

3. State five things to be considered in the construction of sentences. In what ways may the strength of a sentence be increased?

4. Explain and correct the faults in the following sentences:—

This part of our good fame in the olden time was forfeited by the negligence of the authorities.

Tell him, if he is in the parlor, I do not care to see him.

The sentence is full of the greatest number of mistakes.

The wrongs of Ireland will crumble under one well-directed blow, and D'Israeli is the one man in Parliament who knows how to attend to it.

He built a large house on the brow of the hill, (it cost ten thousand dollars,) which commanded a fine view of the surrounding country.

5. Define and compare *simile*, *metaphor* and *allegory*. Point out and analyze the figures in the following:

Each moment has its sickle, emulous
Of Time's enormous scythe, whose ample sweep
Strikes empires from the root: each moment plays
His little weapon in the narrow sphere
Of sweet domestic comfort, and cuts down
The fairest bloom of sublunary bliss.

The mountains saw thee, and they trembled: the overflowing of the water passed by: the deep uttered his voice, and lifted up his hands on high.

6. Define an *epic poem*. Give six chief qualities of an epic poem.

BOTANY AND PHYSIOLOGY.

1. Describe the arrangement of tissues and mode of growth in a tree of the *exogenous* structure.

What is *respiration* in plants? What are *stomata* and their office?

2. Define *perianth*. Give the forms of perianth. Describe a labiate perianth.

Give the distinction between a simple and a compound leaf. Draw and label five forms of compound leaf.

3. To what natural order do the following plants belong? *strawberry*; *bean*; *golden-rod*; *tomato*; *potato*; *pine*; *Indian corn*; *trailing arbutus*; *ferns*; *pink*.

1. Describe blood corpuscles. What change takes place in coagulation?
2. State briefly the whole process of digestion.
3. How is the voice produced? What is the Eustachian tube, and what is its use? Where is the crystalline lens, and what purpose does it serve?

PHILOSOPHY—JUNIOR CLASS.

1. Vibrations of the Pendulum—causal influences; the laws; centre of oscillation; uses.
2. Draw a figure, and describe the common pump.
3. The general effects of convex and concave lenses.
4. The formula for calculating the quantity of water discharged from an orifice.
5. Show that the pressure of the atmosphere is 15 lbs. to the square inch.

CHEMISTRY.

1. Malt—its nature and action in fermentation.
2. How many lbs. of metallic potassium in one ton (2,000 lbs.) of cream of tartar?
3. Nature and action of soap; difference between hard and soft soap.
4. Explain *Saltpetre*; *Aqua Regia*; *Copperas*; *Eremacausis*; *Molecule*; *Gluten*. What are $\text{KO} \cdot \text{SO}_3 + \text{Al}_2\text{O}_3 \cdot 3\text{SO}_3 + 24\text{HO}$? $\text{NH}_4\text{O} \cdot \text{NO}_3$? $\text{NaO} \cdot 2\text{CO}_2$? The symbol for *Cane Sugar*; *Sulphite of Lime*; *Mortar*; *Glass*.
5. The chemistry of bread-making.

ALGEBRA—THIRD CLASS.

I. Show by example that changing signs subtracts, and explain. State the difference between algebraic and arithmetical multiplication. What is the law of signs in division?

II. Find the L. C. M. of $xc - 3y^2c$, $x^2c + 3zcy^2$, and $x^2c - 9cx^4$. Find the G. C. D. of $a^4 - 1$, $a^5 + a^3$, and $6a^2xm + 2xm$.

III. Explain the import of 0 as an exponent. Show the significance of negative exponents.

IV. From $\frac{c}{c-1}$ subtract $-\left(\frac{c^2}{c^2-1} + \frac{2c}{c^4-1}\right)$.

Divide $\frac{a-1}{a} + \frac{b-1}{b} + \frac{c-1}{c} - 1$ by $2 - \left(\frac{1}{a} + \frac{1}{b} + \frac{1}{c}\right)$.

V. Expand $(4a^2b - \frac{1}{2})^4$ by Newton's theorem, and state the law governing coefficients.

VI. Define a radical quantity. How are roots properly expressed? Why?

Find the value of x from the equation $\sqrt[4]{(x + \frac{1}{x})} - \sqrt[4]{(x - \frac{1}{x})} = \frac{1}{2} \left(\frac{x}{x + \frac{1}{x}} \right)^{\frac{1}{2}}$.

What principle governs the reduction of a radical to its simplest form?

VII. Find the value of x from the equation $\left\{ \frac{1}{x+1} \left(\frac{1}{1+x} \right)^{\frac{1}{2}} \right\}^{\frac{1}{2}} = \frac{\sqrt{2x}}{12}$, and illustrate both methods of completing the square.

VIII. Find the values of x and y from $\begin{cases} x^2 + y^2 = 4914 \\ x + y = 18 \end{cases}$.

What equation has for its roots 1 and -28 ?

IX. A man bought a certain number of acres of land, paying for the first $\$ \frac{1}{2}$, for the second $\$ \frac{1}{4}$, for the third $\$ 1$, and so on. When he came to settle he had to pay $\$ 3775$. How many acres did he buy?

X. The first term of a geometrical series is 1, the ratio 2. What is the tenth term? the sum of the series?

TRIGONOMETRY.

1. The function of the arc, to the radius 1, may be reduced to corresponding functions, to the radius R.

2. Solution of right angled triangles.—Formulas and Principles.

3. Solution of oblique angled triangles.—Case III.

4. Write the fourteen formulas showing the relations between the circular functions of any arc.

5. Write the values of the functions of arcs of 30° , 45° and 60° .

PHYSIOLOGY.

1. Describe the structure of the bones. Define *synovia* and state its use.

2. Give the structure, use, and peculiar property of muscle. How is the relative strength of animals tested, and what conclusions are derived from each test?

3. What is the condition of the body and of the mind during sleep?

4. Describe the perspiratory glands. What connection between the action of these glands and the health of the system?

5. Give the three groups of organic food principles. When and by what means is each of these changed in digestion?

6. What is the effect of alcohol on the human system? State circumstances which will affect the rapidity of the circulation of the blood.

7. What is the effect of respiration upon the blood? upon the air? upon the heat of the body?

8. Distinguish between vegetable functions and animal functions. What part of the nervous system is concerned in each class of functions. Account for the pain felt, apparently, in a limb which has been severed from the body.

9. Where do the olfactory nerve fibers terminate? What peculiarity in their terminal filaments? Explain how we perceive odors.

10. Explain how we perceive sounds. What is the organ of the voice? Describe it.

LATIN—FOURTH CLASS.

1. Determine the quantity and sound of the italicized vowels and the accent of the following words: *contentionem*, *judices*, *virtutis*, *musarum*, *auditate*, *petierunt*, *amabam*, *habuerat*.

2. How many declensions of nouns, and how are they distinguished? Give the endings of the Acc. Sing. and Dat. Plu. in all the declensions. Decline *Deus*, *tempus*, *domus*.

3. How is the gender of nouns determined? Give the rules for gender of nouns of the 3rd declension. Determine the gender of the following nouns: *Carthago*, *Cyprus*, *Euphrates*, *Venus*, *regnum*, *ratio*, *salus*, *domus*, *cornu*, *dies*.

4. How are the Perfect and Supine stems formed in the 1st and 4th conjugations: Describe the Euphonic changes in the formation of the verbs *duco*, *scribo*, *gero*, *traho*.

5. Write in synopsis the Present System of *habeo*, the Perf. System of *capio*, and the Supine System of *finio*. Give the endings of the Fut. Ind. Act. of the four conjugations.

6. Translate—Socrates *totius* mundi se *civem* arbitrabatur. Cicero *maximum* numerum frumenti *Romam* misit. Aeneas caedit nigrantes *terga* juvencos.

Give the Prin. Parts of the verbs. Parse the italicized words.

7. Translate—Omnes homines libertati student. *Probus* invidet nemini. *Leges* omnium *salutem* singulorum *saluti* anteponunt. Idne *alteri* *crimini* dabis quod tu ipse fecisti?

Give the Prin. Parts of verbs, and parse the datives. Name Eng. derivatives from italicized words.

8. Translate—Nostrī milites impetum *hostium* sustinuerunt. Athenienses belli ducem *eligunt* Periclem, spectatae virtutis virum. *Eorum* *miserere*, *qui* in miseriis sunt.

Parse the italicized words. State the difference between the Subjective and Objective Genitive. Determine which form of Gen. in the sentence, *Crescit amor summi*.

9. Translate—Nimio gaudio paene desipiebam. Athenienses vi summa proelium commiserunt.

Parse the ablatives. Translate into Latin—*Into this city*; *In that city*.

10. Analyze the following sentence—Junius aedem Salutis, quam consul voverat, dictator dedicavit.

LATIN READER—THIRD CLASS.

I. Translate—Hoedus, stans in tecto domus, lupo praetereunti maledixit. Cui lupo, "Non tu," inquit, "sed tectum mihi maledicet."

Saepe locus et tempus homines timidos audaces reddit.

II. Give the rules regulating the case ending of *stans* and *audaces* in the abl. sing. and nom. plu. neuter, and write the words in those cases.

III. Give the rules for syllabication and accentuation of *tecto* and *domus*, *praetereunti* (primary and secondary accent), *homines* and *audaces*.

IV. Rule for gender of *domus*. Syntax of *lupo* and *audaces*. Principal parts of *praetereunti*. Synopsis of *inquit*. Comparison of *sapae* and *audaces*. What is the usual place of *inquit* in the sentence containing the quotation? List of verbs which retain the reduplication in perfect of compounds.

V. Fable 107 (not for translation, simply for questions).

"Agricola senex, quum mortem sibi appropinquare sentiret, filios convocavit, quos, ut fieri solet, interdum discordare noverat, et fascem virgularum afferri jubet. Quibus allatis filios hortatur, ut hunc fascem frangerent. Quod quum facere non possent distribuit singulas virgas iisque celeriter fractis, docuit illos, quam firma res esset concordia, quamque inbecillis discordare."

Syntax of *sentiret*; *frangerent*. Why is not the latter an infinitive, since it follows a verb of "saying"? Syntax of *esset*. Principal parts of *sentiret*; *afferri*; *jubet*. Why is *virgularum*, and not *virgarum* used?

VI. Translate—*Tum Romanis suavit, ne pacem cum Carthaginiensibus facerent; illos enim tot casibus fractos spem nullam nisi in pace habere; tanti non esse, ut tot millia captivorum propter se unum et paucos, qui ex Romanis capti essent, redderentur.*

VII. Principal parts of *suavit*. Syntax of *facerent*; *casibus*; *habere*; *capti essent*; *redderentur*.

VIII. Say what you can about the battle of Salamis.

IX. Translate—*Interea dum auxilia e Græcia coeunt nuptias Cleopatras filiae, et Alexandri, quem regem Epiri fecerat, magno apparatu celebrat. Ubi quum Philippus ad ludos spectandos, medius inter duos Alexandros, filium et generum, contenderet, Pausanias nobilis ex Macedonibus adolescens, occupatis angustiis Phillippum in transitu obtruncat.*

Principal parts of *fecerat*. Syntax of *apparatu*, *angustiis* and *transitu*.

X. Pronounce Latin.

JUNIOR CLASS—VIRGIL.

I. Give the Argument of the Second Book of the Aeneid.

II. Translate—

Quum Juno, aeternum servans sub pectore vulnus,
Haec secum: "Mene *incepto* desistere victam,
Nec posse *Italia* Teucrorum avertere regem?
Quippe vetor fati. Pallasne exuere classem
Argivum atque ipsos potuit submergere ponto,
Unius ob noxam et furias Ajacis *Oilei*?"

Syntax of italicized words. Causes of Juno's anger against the Trojans? What circumstances are referred to in the last three lines?

III. What are *patrials*? *patronymics*? Give an example of each. Compare *proximus*. Derivation of *excitior*? *sata*? *praecipites*? *Armiger*? *Arcitenens*? Explain the figures in *Vulcano superante*, and *Sacra manu victosque deos parvumque nepotem Ipe trahit*.

IV. Translate—

Atque equidem Teucrum memini *Sidona* venire
Finibus *expulsum* patriis. * * * *
Ipe *hostis* Teucros insigni laude ferebat,
Seque ortum antiqua Teucrorum ab stirpe volebat.

What *Teucer* is meant? Explain *Finibus expulsum patriis*. Parse italicized words.

V. Scanning, with application of rules.

VI. Translate—

"Nam si vestra manus violasset dona Minervae,
Tum magnum *exitum*—quod di prius *omen* in ipsum
Convertant! Priami *imperio* Phrygibusque futurum;
Sin manibus vestris vestram adscendisset in urbem,
Ultro Asiam magno Pelopea ad moenia bello
Venturam, et nostros ea fata manere nepotes."

* * * * *

Tum vero tremefacta novus per pectora *cunctis*
 Insinuat pavor, et scelus expendisse merentem
Laocoonta ferunt, sacrum qui cuspidis robur
 Laeserit et tergo sceleratam intorserit hastam.

Syntax of italicized words. Explain the subjunctives.

VII. Translate—

"O socii, *qua* prima," inquit, "fortuna salutis
 Monstrat iter, quaque ostendit se *dextra*, sequamur:
 Mutemus clipeos, Danaumque insignia nobis
 Aptemus. Dolus, an *virtus*, quis in hoste requirat?
 Arma dabunt ipsi." Sic fatus, deinde comantem
 Androgei *galeam* clipeique insigne decorum
 Induitur, *laterique* Argivum accomodat ensem.

Syntax of italicized words. Derive five English words from words in the passage.

GERMAN—FIRST CLASS.

1. Name the two uses of adjectives; distinguish between them. How many forms of qualifying adjectives; how recognized? Decline in full the German of—This good father; my old friend; good cloth. Translate—Tell me something new. Explain the use of the last word. Translate—Such a deed must be rewarded. Rule for the use of such.

2. Name the conjugations of verbs; how are they distinguished? How is a passive verb formed? Conjugate—To be rewarded; give the synopsis in the third person, singular number, indicative, subjunctive and conditional moods. Translate—He could have learned the exercise. Rule for the form of the verb.

3. Translate—

"Wer sich des Kindes Haupt zum Ziele setzte,
 Der kann auch treffen in das Herz des Feinds."

Parse the emphasized words.

4. Translate—

"Sie alle ziehen ihres Weges fort
 An ihr Geschäft—und meines ist der Mord."

Parse the emphasized words.

5. Translate—Let love be without dissimulation; rule for mood of the verb. Translate—Do thy duty. Tell him what I have told you. Be ye also men; know how to wield an axe. I have heard the woman *sing*. He commenced *laughing*. Rules for the italicized words.

6. Translate—We have sent him the letter by a messenger this afternoon at four o'clock. I can buy no books because I *have* no money. To-day I *send* you the handkerchief which I *have had* washed. Give the rule for the position of each element in the construction of the first sentence; for the italicized words in the second and third sentences.

7. Write and translate the fourteen lines commencing

"O, eine edle Himmelsgabe ist
 Das Licht des Auges."

8. Translate—

“ Die armen Kindlein, die unschuldigen,
 Das treue Weib muß ich vor deiner Wuth
 Beschützen, Landvogt!—Da, als ich den Bogenstrang
 Anzog—als mir die Hand erzitterte—
 Als du mit grausam teuflischer Lust
 Mich zwangst, auf's Haupt des Kindes anzulegen—
 Als ich ohnmächtig flehend rang vor dir,
 Damals gelobt' ich mir in meinem Innern
 Mit furchtbarm Eidschwur, den nur Gott gehört,
 Daß meines nächsten Schusses erstes Ziel
 Dein Herz sein sollte—Was ich mir gelobt
 In jenes Augenblickes Höllequalen,
 Ist eine heil'ge Schuld—ich will sie zahlen.”

9. Outline of Schiller's life; his principal works.

Outline of Wilhelm Tell.

10. Reading for pronunciation.

GERMAN—FOURTH CLASS.

1. Translate the following sentences, and parse the emphasized words:—

Der Bauer hat zwei große Raben in einem Käfig.
 Das Bäumchen hat viele Aeste mit grünen Blättern.
 Die Damen haben kleine Hände.

2. Mention four prepositions which always govern the dative case; three which always govern the accusative; three which govern both dative and accusative, and rule for their use with each case; illustrate both governments of the last class of prepositions. Give, each with its meaning, two forms of plural for das Gesicht. Translate—I have twenty pounds of coffee; rule for the form of italicized word.

3. Give the rule for gender of the following nouns:—

Uebersetzung, Trinken, Freitag, Birne, Blei.

Distinguish between der Hut and die Hut.

Give the feminine of der Roth and rule for forming it; also of der Deutsche.

4. Translate and decline—Henry IV.

Translate—That is a beautiful flower; such a house.

Rules for the forms of italicized words.

What are complete auxiliary verbs? Name them.

Conjugate sein; give the synopsis in the first person, singular number, indicative, subjunctive, and conditional moods; inflect the imperative.

5. Name the two uses of adjectives; three forms of the qualifying adjective.
 Decline in full, in each form with a noun, the adjective alt.

How are adjectives compared? Illustrate.

Translate—The better a man he is, the happier he is.

6. What is the root syllable of a regular verb? How found? How is the present tense formed? The imperfect? The perfect? The pluperfect? The first future? The perfect participle? When is a verb regular? Conjugate the verb *loben* and give the synopsis in the second person, indic., cond. and subjunctive moods.

7. Of what does a passive verb consist? Conjugate *To be punished*; give the synopsis in the third pers., sing., ind., cond. and subj. moods.

Translate—He is praised by his teacher. A new plant was much admired. The garden will be sold. Many soldiers have been wounded in the last battle. The child would have been saved, if it had cried for help.

8. Decline *du*, giving both forms of plural. Give three forms for the second person of the imperative of *haben*. Distinguish between *Du* and *Die*. Give two forms for the possessive pronoun *mine*; decline each in three genders.

Name the two relative pronouns. Decline *welcher*. Define correlative pronouns. Explain *wet* and *was* as relatives.

Translate—Give it to him whose children are ill. Parse the correlatives.

Hier ist das Glas, woraus der König getrunken hat. Parse the relative.

10. Reading for pronunciation.

GERMAN—SENIOR REVIEW.

1. Decline an irregular noun of the *first declension*; one of the *third declension*; of the *fifth*.

Give the *synopsis* in the subjunctive mood, third person, singular, of some regular verb whose auxiliary is *sein*.

Give the principal parts of some irregular verb of the first conjugation, third class.

2. Translate—

Carl. Erlaubte sie mir jemals ein Geschenk
Von höhern Werth, als eine frische Blume
Im Winter oder seltne Frucht! Von mir
Nimmt sie kein Opfer an, und bringt mir alle,
Wagt ihren ganzen Reichthum und Bestiz
Großmüthig an mein unterstinkend Glück.

Dunois. Ja, sie ist eine Rasende, wie du,
Und wirft ihr Alles in ein brennend Haus,
Und schöpft in's leere Faß der Danaiden,
Dich wird sie nicht erretten, nur sich selbst
Wird sie mit dir verderben.

Parse the emphasized words.

3. Translate into German:—

He who is unmindful of his domestic duties and careless of his children, is an enemy to his family and to his country; he is guilty of great sin, the consequences of which he cannot foresee.

A sick man being asked why he did not send for a physician, answered: "It is because I have no mind to die yet."

4. Translate—

La Hire. Es war gerad' das Fest der Königskrönung,
Als ich zu Saint Denis e i n t r a t. Geschmückt,
Wie zum Triumphe waren die Pariser;
In jeder Gasse stiegen Ehrenbogen,
Durch die der engelländ'sche König zog;
Bestreut mit Blumen war der Weg, und jauchzend
Als hätte Frankreich seinen Schönsten Sieg
E r f o c h t e n, sprang der Pöbel um den Wagen.

Parse emphasized words.

5. Reading for pronunciation.

EXAMINATION IN MUSIC.

To take place, as nearly as possible, on the regular days for Music, commencing March 31st.

Teachers will please ascertain the *average* results of Examination in their respective rooms, and report to the Principal previous to April 12th.

RULES.

Scholars examined from the Music Reader are not to be informed of the exercises to be read, or allowed to practice on them previous to Examination.

Scholars not to be examined continuously on the same exercise.

Scholars not to be allowed to correct mistakes in reading.

Scholars who hesitate in reading may be prompted, but such hesitations must count as failures.

Scholars having a written examination to procure blank music paper, or rule the staves previously, one for each separate part to be copied.

Scholars must complete written exercises at one sitting, each alteration or erasure to count a failure.

Perfect recitations to be marked 100. Each failure to count as follows: 1st grade, 6 off; 2d grade, 3 off; 3d grade, 1 off; 4th grade, $\frac{1}{2}$ off; 5th grade, $\frac{1}{2}$ off; 6th grade, $\frac{1}{2}$ off.

SCHEME.

GRADE 1.—Will sing at sight a Single Part Exercise of 16 measures on the Treble Cleff in Double time; each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 22, by syllable, looking over the Teacher.

GRADE 2.—Will sing at sight a Single Part Exercise of 16 measures on the Treble Cleff, in Triple time; each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable.

GRADE 3.—Will sing at sight a Single Part Exercise of 16 measures on the Treble Cleff, in Quadruple time; afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable. Time for writing limited to 15 minutes.

GRADE 4.—Will sing at sight a Two Part Exercise (treble and base); afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable and letter. Time for writing limited to 20 minutes.

GRADE 5.—Will sing at sight a Three Part Exercise; afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable and letter. Time for writing limited to 25 minutes.

GRADE 6.—Will sing at sight a Four Part Exercise; afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable and letter. Time for writing limited to thirty minutes.

**REPORT BY PROF. BAIL ON DRAWING,
FOR THE THREE TERMS OF THE YEAR.**

The figures represent the value of the work done in each room, 5 being the maximum, indicating perfect work.

ROOMS.	No. 13.	No. 12.	No. 11.	No. 10.	No. 9.	No. 8.	No. 7.	No. 6.	No. 5.	No. 4.	No. 3.	No. 2.	No. 1.
TERMS.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.
SCHOOLS.													
Webster, South,	4.7 4.8 4.8	4.4 4.9 4.9	4.6 4.9 4.9	4.1 4.6 4.5	4.3 4.6 4.3	3.9 4.1 4.5	4.3 4.4 4.3	4.2 4.3 4.2	4.3 4.3 4.2	4.2 4.3 4.2	4. 4.1 4.1	4. 4.1 4.1	4. 4.1 4.1
Oak,							4.2 4.3 4.2	4.2 4.2 4.1	4. 4.2 4. 4.	4. 3.8 — 3.9	3.5 — 3.8	4. 4.1 4. 4.	3.9 4.1 3.9
Eaton,	4.4 4.6 4.6	4.2 4.6 4.6	4. 4.5 4.4	4.3 4.7 4.6	4.2 4.4 4.4	4.5 4.6 4.5	4.2 4.5 4.3	4. 4.4 4.3	4.2 4.5 4.3	4.5 4.6 4.3	4.1 4.2 4.1	4. 4. 4. 4.	4. 4. 4. 4.
Wooster,	4.8 5. 5.	4.8 5. 5.	4.8 4.9 4.9	4.9 5. 4.9	4.7 4.9 4.9	4.7 4.8 4.6	4.4 4.6 4.5	4.2 4.5 4.6	4.1 4.3 4.3	4.2 4.2 4.2	4.1 4.1 4.2	4. 4.2 4. 4.	4. 4.2 4. 4.
Hamilton,	4.3 4.4 4.6	4.7 4.9 4.9	4.2 4.3 4.3	4.2 4.3 4.2	4.2 4.3 4.2	4.2 4.3 4.1	3.8 3.9 4.	3.9 4.1 4.	4.1 4.2 4.	3.8 4. 3.9	3.7 4. 4.	4. 4.1 4.1	4. 4.1 4.1
Fair,									4.4 4.4 4.2	4.3 4.3 4.1	4. 4.1 4. 4.	4. 4.1 4. 4.	4. 4.1 4. 4.
Ger-Eng,													
Fair st., Ungr.	4.8 4.9 4.9	4.5 4.8 4.7	4.4 4.8 4.6	4.5 4.6 4.4	4.5 4.5 4.1	4.3 4. 3.8	4.2 4.2 4.2	4.8 4.8 4.8	4.9 4.9 4.9	4.9 4.9 4.8	4.1 4.1 4.1	4.1 4.1 4.1	4.1 4.1 4.1
Dwight,						4.2 4.3 4.2	4. 4. 4.	4. 4.1 4.1	4. 3.8 4.	3.2 3.1 3.9	3.9 3.9 3.8	3.6 3.1 3.2	3.6 3.1 3.2
Dixwell,											3.9 4. 4.	3.6 3.8 3.6	3.6 3.8 3.6
Goffe,											4.6 4.3 4.3	4.2 4.1 4.1	4.2 4.1 4.1
Division,												4. 4.2 4.1	3.8 4. 4.
Elm,	4.8 5. 5.	4.6 4.9 4.9	4.5 4.7 4.6	4.4 4.4 4.5	4.5 4.7 4.6	4.5 4.8 4.6	4.2 4.7 4.2	4.1 4.4 4.2	4.2 4.4 4.3	4.1 4.5 4.2	3.9 4.2 4. 4.	4. 4.2 4.1	4. 4.2 4.1
Skinner,									4. 4.1 4.1	3.1 3.1 3.1	3.8 4. 4.1	3.9 4. 4. 4.	3.9 4. 4. 4.
Edwards,	4.5 4.6 4.8	4.2 4.6 4.8	4.4 4.5 4.4	4.4 4.5 4.5	4.3 4.4 4.6	4.2 4.4 4.4	4.5 4.5 4.5	4.4 4.5 4.8	4.4 4.4 4.2	4.3 4.4 4.5	4.3 4.4 4.6	4.2 4.3 4.8	4.2 4.3 4.8
Washington,									4. 4.1 4. 4.	4.2 4.2 4.1	3.8 3.8 4.1	3.6 3.8 3.9	3.6 3.8 3.9
" Br.,													
Cedar,						4.2 4.5 4.4	3.9 4.3 4.2	4. 4.3 4.1	4. 4.3 4.2	3.9 4.1 4.1	3.8 3.8 4.1	3.5 4. 3.9	3.5 4. 3.9
City Point,													
Carlisle,													
Woolsey,						4.5 4.3 4.6	4.4 4.4 4.4	4.3 4.3 4.4	4.2 4.3 4.4	4.1 4.3 4.3	4.2 4.3 4.3	4.2 4. 4. 4.	4.2 4. 4. 4.
Clinton Ave.,											4.1 4.1 4.1	3.9 3.8 3.9	3.9 4. 3.9

EXAMINATION IN MUSIC,

NEW HAVEN PUBLIC SCHOOLS.—APRIL, 1873.

	WASHINGTON SCHOOL													BRANCHES		
	1	2	3	4	5	6	7	8	9	10	11	12		1	2	3
<i>Number of Room,-----</i>																
*Total No. of Credits,-----	84	87	91	98	91	86	99	90	97	92	83	85	76	79	70	
†Av. ability to read Notes,--	92	95	93	94	67	82	95	94	95	68	73	62	82	80	72	
‡Unable to sing Scale,-----	0	0	2	1	1	2	0	1	0	1	0	0	5	1	17	31
WEBSTER SCHOOL																
<i>Number of Room,-----</i>	1	2	3	4	5	6	7	8	9	10	11	12				
Total No. of Credits,-----	91	92	77	77	88	87	98	98	80	95	96	93				
Av. ability to read Notes,-----	89	95	93	96	90	98	90	90	97	92	94	92				
Unable to sing Scale,-----	5	0	1	1	4	2	1	0	0	0	1	0				15
EATON SCHOOL																
<i>Number of Room,-----</i>	1	2	3	4	5	6	7	8	9	10	11	12				
Total No. of Credits,-----	77	80	98	95	80	93	92	93	98	101	95	93				
Av. ability to read Notes,-----	86	91	95	95	74	96	92	93	95	83	92	99				
Unable to sing Scale,-----	8	4	1	2	2	1	1	0	2	2	2	0				25
WOOSTER SCHOOL																
<i>Number of Room,-----</i>	1	2	3	4	5	6	7	8	9	10	11	12				
Total No. of Credits,-----	84	73	100	92	88	90	100	101	98	102	104	98				
Av. ability to read Notes,-----	95	98	98	92	89	97	96	92	93	99	95	96				
Unable to sing Scale,-----	8	5	1	2	1	0	0	0	4	1	1	0				23
DWIGHT SCHOOL																
<i>Number of Room,-----</i>	1	2	3	4	5	6	7	8	9	10	11	12				
Total No. of Credits,-----	94	92	102	102	79	93	98	103	99	104	104	104				
Av. ability to read Notes,-----	87	98	100	99	71	90	89	73	86	68	70	69				
Unable to sing Scale,-----	2	1	1	3	1	0	5	1	3	0	0	0				17
SKINNER SCHOOL																
<i>Number of Room,-----</i>	1	2	3	4	5	6	7	8	9	10	11	12				
Total No. of Credits,-----	104	103	105	101	101	93	102	95	97	96	94	97				
Av. ability to read Notes,-----	100	89	99	95	96	64	96	90	95	92	82	68				
Unable to sing Scale,-----	2	2	1	3	2	1	1	2	1	0	2	2				19
HAMILTON SCHOOL																
<i>Number of Room,-----</i>	1	2	3	4	5	6	7	8	9	10	11	12	13			
Total No. of Credits,-----	91	88	79	90	88	94	89	82	88	82	91	86	88			
Av. ability to read Notes,-----	88	84	81	91	70	98	95	84	97	95	97	96	97			
Unable to sing Scale,-----	4	4	5	0	2	2	2	1	3	1	0	0	0			24

	WOOLSEY SCHOOL.									CLINTON AVENUE.					
<i>Number of Room,....</i>	1	2	3	4	5	6	7	8	9	1	2	3			
Total No. of Credits,	93	96	103	95	84	98	101	98	100	90	77	88			
Av. ability to read Notes, ..	84	93	94	93	73	98	98	98	98	84	94	87			
Unable to sing Scale,	5	4	0	3	1	1	1	3	3	2	2	2	27		
	CEDAR STREET SCHOOL.								DIVIS. ST.			HIGH SCH.			
<i>Number of Room,....</i>	1	2	3	4	5	6	7	8	1	2	3	First Class.	Second Class.		
Total No. of Credits,	67	84	95	88	103	104	95	110	94	103	97	101	100		
Av. ability to read Notes, ..	76	89	94	95	82	84	96	94	95	97	96	100	65		
Unable to sing Scale,	20	3	1	1	1	4	0	0	2	0	2	3	10	36	
	SOUTH ST. SCHOOL.						FAIR ST. TRAIN. SCH.								
<i>Number of Room,....</i>	1	2	3	4	5	6			1	2	3	4			
Total No. of Credits,	102	96	77	91	94	96			95	87	87	96			
Av. ability to read Notes, ..	91	94	94	98	89	95			89	94	91	92			
Unable to sing Scale,	1	2	2	2	0	1			4	0	1	0		13	
	DIXWELL AVE. SCH.							EDWARDS ST.				OAK ST.			
<i>Number of Room,....</i>	1	2	3	4	5	6	7	1	2	3	4	1	2	3	4
Total No. of Credits,	77	99	58	65	96	95	98	87	86	60	78	Closed on account of Fire.			
Av. ability to read Notes, ..	No Report.				92	95	98	81	91	95	96				
Unable to sing Scale,	11	1	2	0	2	0	0	4	1	1	1				34
	GERMAN.			GOFFE ST.			ELM ST.			UNGRADED.					
<i>Number of Room,....</i>		1	2			1	2			1	2		1	2	
Total No. of Credits,		100	102			90	90			99	97		89	98	
Av. ability to read Notes, ..		82	98			87	79			97	75		96	97	
Unable to sing Scale,		1	0			0	0			4	1		1	0	7

* At each regular visit of the Vocal Instructor, Credits are given for Time, Tone, Sight Singing and Deportment. The highest number attainable for the term ending April, 1873, was 120.

† The "Average ability to read Notes" is ascertained by a personal examination of the pupils in each room by their respective teachers.

‡ The total number in all the schools unable to sing the Scale is 271, of which number one-half are in the lowest grade, the total average being less than two to each room in the city.

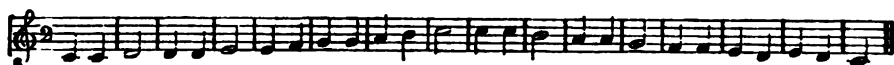
Respectfully submitted,

B. JEPSON.

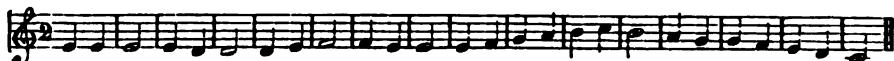
EXERCISES IN SIGHT SINGING, APRIL, 1873.

YEARLY EXAMINATION IN MUSIC.

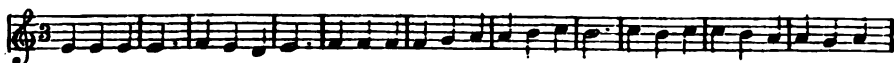
ROOM No. 1. Single Part Ex.



ROOM No. 2. Single Part Ex.



ROOM No. 3. Single Part Ex.



ROOM No. 4. Single Part Ex.



ROOM No. 5. Single Part Ex.



ROOM No. 6. Single Part Ex.



ROOM No. 7. Two Part Ex.



ROOM No. 8. Two Part Ex.



ROOM No. 9. Three Part Es.

SOPRANO.

ALTO.

BASS.

ROOM No. 10. Three Part Es.

SOPRANO.

ALTO.

BASS.

ROOM No. 11. Four Part Es.

TENOR.

ALTO.

SOPRANO.

BASS.

ROOM No. 12. Four Part Es.

TENOR.

ALTO.

SOPRANO.

BASS.

The above exercises were sung in the corresponding grades of each school throughout the city, and were marked for their first performance in every case.

B. JEPSON.

TABLE,
Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Perct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Abs'nt.	No. Tard.	No. half days without Ab. of Tard.		No. Trans- ferees.	Av. Age Y. & M.	Teachers.		
				Boys.	Girls.								Total.	Boys.			Girls.	All.	Ab.	Tard.
HILLHOUSE HIGH SCHOOL.	7	91	110	19.2	60.2	79.4	96.6	20	22	1	1108	69	240	76	58	0	17.3	35	0
	6	48	50	18.2	27.3	45.5	98.	4	13	0	340	36	256	210	152	0	15.11	35	10
	5	48	51	17.9	26.7	44.6	98.2	5	14	0	356	17	296	201	166	0	15.8	35	1
	4	49	54	15.7	32.	47.7	96.6	6	18	0	589	22	278	128	113	0	15.2	35	1
	3	50	57	14.2	32.	46.2	96.7	10	19	0	595	7	260	171	141	1	15.	35	12
	2	50	55	15.6	32.6	48.2	95.2	14	9	0	749	22	178	139	85	0	14.8	35	0
	1	49	55	26.5	20.5	47.	96.6	4	27	0	573	59	172	188	106	2	15.4	35	0
TOTALS, ----	7	385	432	127.3	231.3	358.6	96.8	63	122	1	4310	232	1680	1113	821	3	15.7	35	24
																			9

WEBSTER DISTRICT.

WEBSTER, ----	12	60	64	23.2	30.	53.2	51.2	6	34	3	803	14	213	107	57	7	14.1	14	5
	11	48	53	25.2	21.	46.2	44.6	5	30	0	620	6	158	216	89	0	13.7	14	93
	10	48	53	23.4	21.6	45.	43.7	4	31	1	511	5	214	204	119	3	12.11	14	0
	9	48	56	30.3	16.2	46.5	44.3	13	26	1	862	7	69	202	50	1	12.	14	10
	8	48	51	28.4	18.7	47.1	45.6	5	25	1	519	11	182	229	119	4	11.11	14	1
	7	49	58	25.3	22.	47.3	45.3	12	23	1	765	16	166	140	55	3	11.7	14	1
	6	52	59	28.3	23.8	52.1	49.9	5	18	1	882	16	186	103	51	0	11.7	14	1
	5	52	55	26.2	25.1	51.3	48.2	19	18	1	1310	36	97	49	18	8	9.11	14	5
	4	52	57	23.7	26.1	48.8	46.1	21	22	0	1122	33	97	101	35	2	10.3	14	2
	3	50	60	23.3	24.7	48.	45.7	14	23	0	860	21	126	151	65	1	8.6	14	0
TOTALS, ----	2	48	60	31.1	16.5	47.6	45.7	13	11	0	747	23	128	212	80	3	7.7	14	1
	1	48	89	24.1	23.	47.1	44.6	22	18	0	1041	26	134	113	41	1	6.4	14	0
	12	603	715	312.5	267.7	580.2	554.9	139	279	9	9942	214	1770	1827	779	33	10.10	14	126

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Abs'ced.	No. Tard.	No. half days with- out Ab. or Tard.			No. Truan- cles.	Av. Age Y. M.	Sing. Sess.	Teachers. Ab. Tard.	
				Boys.	Girls.								Total.	Boys.	Girls.					All.
SOUTH ST.,----	6	50	57	23.9	25.5	49.4	97.5	3	28	1	523	21	202	221	128	2	11.3	10	38	8
	5	50	52	26.	22.1	48.1	96.	8	16	2	802	24	131	158	55	5	10.2	10	6	7
	4	50	54	24.1	23.2	47.3	97.9	1	24	2	425	13	238	216	133	3	8.4	10	8	4
	3	54	52	25.5	22.1	47.6	96.4	5	16	1	692	81	161	157	70	0	7.8	10	5	19
	2	53	50	25.9	18.8	44.7	96.9	6	25	0	541	26	225	197	130	0	6.4	10	5	5
	1	50	92	24.3	19.8	44.1	95.	12	19	0	852	69	134	152	59	5	5.8	10	28	16
TOTALS,----	6	307	357	149.7	131.5	281.2	271.8	35	138	6	3835	234	1091	1101	575	15	8.3	10	90	59
OAK STREET,--	4	55	54	16.3	20.9	37.2	95.4	6	18	0	390	24	110	106	45	0	11.1	9	0	2
	3	55	60	27.8	24.2	52.	97.3	3	17	0	311	26	94	124	54	2	8.11	9	0	1
	2	55	55	25.2	22.2	47.4	96.6	3	27	0	361	35	92	106	46	1	6.11	9	0	7
	1	55	74	28.1	22.6	50.7	95.1	8	15	0	491	33	94	76	35	3	5.6	9	1	5
TOTALS,----	4	220	243	97.4	89.9	187.3	180.1	20	77	0	1553	118	390	412	180	6	8.1	9	1	15

EATON DISTRICT.

TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

EATON,-----	12	58	35	13.8	8.9	22.7	22.3	98.2	6	15	0	170	8	322	275	247	0	14.2	7	0	6
	11	48	38	22.5	10.9	33.4	32.5	97.8	5	15	0	361	20	244	263	183	0	13.7	7	0	0
	10	50	41	18.9	16.4	35.3	34.	96.3	3	17	0	529	45	186	130	83	0	13.5	7	0	5
	9	53	41	16.6	13.3	29.9	28.7	96.	9	14	0	469	32	233	187	114	0	12.7	7	2	1
	8	53	49	22.8	20.7	43.5	41.4	95.2	2	23	0	818	28	115	155	66	0	12.7	7	0	12
	7	54	57	30.1	19.4	49.5	46.5	94.	16	21	0	1147	53	72	88	36	0	11.9	7	1	8
	6	63	63	30.5	25.4	55.9	52.4	93.7	23	30	0	1325	109	81	63	22	0	11.1	7	15	13
	5	64	67	38.5	22.1	60.6	56.9	94.	5	44	0	1429	45	46	73	14	3	10.5	7	5	19
	4	58	65	36.1	20.1	56.2	53.4	96.	23	11	0	1094	62	114	126	44	1	9.3	7	2	5
	3	53	62	30.	23.7	53.7	51.8	96.5	15	18	0	765	44	157	164	73	1	8.4	7	0	3
TOTALS,-----	2	60	68	38.4	19.1	57.5	54.1	94.1	21	26	0	1298	82	51	137	20	5	7.4	7	19	0
	1	60	87	32.5	28.9	61.4	57.8	94.1	16	18	0	1434	137	70	123	29	0	6.1	7	0	0
	12	674	673	330.7	228.9	559.6	531.8	95.	144	252	0	10839	665	1691	1784	930	10	10.11	7	44	72

WOOSTER DISTRICT.

TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per cent. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Abs'ces.	No. Tard.	No. half days with- out Ab. of Tard.		No. Truan- cles.	Av. Age Y. M.	Sing. Sees.	Teachers.			
				Boys.	Girls.								Total.	Boys.				Girls.	All.	Ab.	Tard.
WOOSTER,-----	12	42	39	14.3	20.	34.3	32.9	96.	5	25	0	500	5	289	170	134	0	13.8	17	0	4
	11	51	39	17.4	16.	33.4	31.8	95.2	10	23	0	604	8	186	208	119	4	12.1	17	0	0
	10	51	62	22.7	20.1	42.8	38.9	90.9	18	31	1	1543	29	47	69	15	1	13.1	17	20	13
	9	51	50	21.1	22.3	43.4	40.7	93.8	11	21	0	1089	51	123	72	25	3	12.6	17	0	8
	8	55	52	20.9	22.7	43.6	41.7	95.6	10	23	4	771	42	159	142	64	11	11.5	17	1	0
	7	51	53	29.9	15.9	45.8	43.7	95.4	12	18	1	845	57	97	171	57	19	10.10	17	1	13
	6	61	53	28.5	21.	49.5	47.4	95.8	14	20	2	852	50	127	130	50	1	10.3	17	0	6
	5	61	64	33.6	21.4	55.	53.3	97.	7	18	1	644	52	185	176	100	6	9.5	17	0	1
	4	61	63	29.9	21.3	51.2	48.6	94.9	14	18	4	1044	69	95	98	26	13	8.2	17	3	9
	3	61	52	24.9	18.1	43.	41.4	96.3	12	18	0	635	30	196	168	100	2	7.9	17	0	26
TOTALS,-----	2	61	57	35.2	12.7	47.9	45.7	95.4	14	23	1	862	47	93	221	61	13	7.4	17	3	12
	1	61	93	27.8	20.1	47.9	45.5	95.	28	0	951	81	119	136	47	2	6.	17	9	5	5
	12	668	677	306.2	231.6	537.8	510.6	94.9	155	266	14	10340	521	1716	1761	798	75	10.3	17	37	97
HAMILTON,-----	13	44	40	6.7	25.5	32.2	30.8	95.7	1	18	0	546	60	286	144	132	0	13.2	13	4	6
	12	45	45	12.7	29.1	41.8	41.	98.1	1	10	0	335	11	299	223	179	0	12.5	13	24	1
	11	44	46	19.3	22.9	42.2	41.3	97.9	2	10	0	355	15	274	249	222	0	12.	13	0	0
	10	48	50	19.5	27.8	47.3	46.5	98.3	1	6	0	314	17	288	211	174	4	10.7	13	14	1
	9	50	59	28.1	21.7	49.8	48.9	98.2	1	12	0	350	8	265	251	206	1	11.1	13	1	0
	8	50	53	20.7	27.9	48.6	47.1	96.9	14	14	0	598	43	235	165	120	0	10.7	13	2	0
	7	50	52	28.3	21.3	49.6	49.2	99.2	0	7	0	168	24	300	329	262	0	9.2	13	24	2
	6	50	52	22.8	26.4	49.2	48.	97.6	1	10	0	530	64	274	206	185	1	8.1	13	0	1
	5	45	48	21.8	22.2	44.	42.3	96.1	3	14	0	692	82	167	212	110	6	8.2	13	0	0
	4	51	59	21.9	27.6	49.5	47.9	96.8	9	15	0	651	49	239	183	145	0	7.7	13	1	3
TOTALS,-----	3	51	59	23.3	27.4	50.7	48.5	95.7	1	14	0	854	10	170	179	102	0	7.10	13	0	0
	2	62	77	34.7	25.4	60.1	57.5	95.7	16	21	0	1008	30	146	190	103	1	5.10	13	0	4
	1	60	64	24.7	35.3	60.	58.5	97.5	0	10	0	632	27	284	184	171	0	5.8	13	10	0
	13	650	704	284.5	340.5	625.0	607.5	97.2	50	161	0	7033	440	3327	2726	2111	13	10.2	13	80	18

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'dn.	No. Transferred.	No. Abs'con.	No. Tard.	No. half days without Ab. of Tard.		No. Truan- cies.	Av. Age Y. M.	Sing. Bass.	Teachers.		
				Boys.	Girls.								Total.	Boys.				Girls.	All.	Ab.	Tard.
FAIR ST., -----	4	46	43	20.6	18.	38.6	98.8	8	21	0	785	28	136	160	59	1	10.6	19	67	13
	3	50	59	18.2	18.	36.2	92.3	14	17	1	1139	56	99	90	38	1	9.9	19	129	7
	2	50	51	20.7	17.1	37.8	93.7	10	16	2	892	114	103	163	55	1	7.8	19	3	9
	1	50	49	17.6	16.	33.6	93.7	11	7	1	837	104	140	163	64	2	6.1	19	14	5
TOTALS, ----	4	196	202	77.1	64.1	141.2	93.3	43	61	4	3603	302	478	556	216	5	8.6	19	213	33
GERMAN- ENGLISH. }	2	50	56	25.1	21.9	47.	44.3	7	15	0	1063	77	128	88	0	0	10.	9	0	0
	1	55	65	30.	23.5	53.5	50.1	27	10	0	1409	120	107	81	29	7	7.2	9	0	0
TOTALS, ---	2	105	121	55.1	45.4	100.5	94.4	34	25	0	2472	197	235	169	67	7	8.7	9	0	0
FAIR ST. UN- GRADED SCH. }	2	50	48	16.2	18.8	35.	29.5	18	21	0	2130	204	47	10	14	4	11.2	17	0	3
	1	48	55	14.9	23.5	38.4	31.2	19	17	0	2818	249	25	19	4	27	7.1	17	0	4
TOTALS, -----	2	98	103	31.1	42.3	73.4	60.7	37	38	0	4948	453	72	29	18	31	9.2	17	0	7

D W I G H T D I S T R I C T.

TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

D W I G H T, -----	12	48	53	23.8	24.4	48.2	47.3	98.1	0	16	0	390	19	230	261	163	4	14.4	16	12	3
	11	47	51	19.2	27.3	46.5	45.8	98.5	3	29	0	298	8	278	264	207	0	13.8	16	10	1
	10	51	57	20.4	29.2	49.6	48.1	97.	6	24	2	579	28	211	176	110	0	13.7	16	1	15
	9	51	59	24.5	26.2	50.7	48.8	96.3	10	20	0	744	26	151	157	61	0	12.10	16	1	1
	8	55	66	35.3	26.4	51.7	48.9	94.6	12	34	3	1120	44	130	94	44	0	12.3	16	106	3
	7	51	54	25.4	23.6	49.0	46.8	95.5	11	14	1	866	59	169	119	54	2	11.4	16	0	2
	6	52	58	28.8	22.2	51.	48.5	95.1	5	17	1	1001	47	143	94	47	0	10.10	16	24	1
	5	61	61	32.8	22.5	55.3	52.6	95.1	14	21	0	1069	56	105	101	39	0	10.5	16	34	9
	4	52	58	22.5	27.3	49.8	47.2	94.8	13	24	0	1043	34	174	106	67	0	8.9	16	2	3
	3	52	60	24.	21.5	45.5	42.8	94.1	22	21	0	1045	27	115	108	51	0	8.7	16	1	4
TOTALS, ---	2	51	61	28.	14.9	42.9	40.3	93.9	22	16	0	1048	55	100	126	34	7	6.11	16	0	3
	1	51	64	21.8	20.5	42.3	40.5	95.7	15	23	0	733	28	176	192	108	0	5.4	16	46	0
TOTALS, ---	12	622	692	296.5	28.6	582.5	557.6	95.7	133	269	7	9876	431	1982	1798	985	13	10.9	16	236	45

TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.			Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Absences.	No. Tard.	No. half days with out Ab. or Tard.			No. Trans-act.	Av. Age Y. M.	Sing. Bes.	Teachers.	
				Boys.	Girls.	Total.								Boys.	Girls.	All.				Ab.	Tard.
DIXWELL, -----	7	50	53	22.5	22.3	44.8	43.2	96.4	16	18	3	824	49	217	150	74	0	12	10	13	
	6	50	54	24.5	17.3	41.8	32.7	95.	9	25	0	640	34	163	115	58	0	11.3	6	5	
	5	49	55	25.5	19.9	45.4	43.7	96.3	13	26	0	669	103	176	142	74	0	10.5	12	0	
	4	51	62	26.4	23.6	50.	47.	94.	23	17	0	1177	80	78	108	31	4	10.5	12	0	
	3	55	61	29.3	22.1	51.4	49.	95.3	26	15	3	970	169	92	127	46	7	8.10	12	2	
	2	56	64	24.8	20.9	45.7	43.1	94.3	13	26	1	1061	194	93	111	43	2	6.9	12	2	
	1	43	65	18.3	21.5	39.8	36.4	91.5	20	20	0	1409	160	80	77	23	0	6.3	12	1	
TOTALS,----	7	363	414	171.3	147.6	318.9	302.1	94.7	119	147	6	6760	789	899	830	349	13	9.5	12	40	37
DIVISION ST.,---	3	51	58	20.5	28.	48.5	46.2	95.3	8	41	0	908	36	144	70	38	0	13.4	17	9	1
	2	54	60	22.9	23.6	46.5	43.5	93.5	15	29	2	1154	74	84	76	34	0	9.8	17	13	5
	1	62	76	24.1	26.7	50.8	47.2	92.9	19	28	1	1368	139	110	54	24	2	6.9	17	0	0
	TOTALS,----	3	167	194	67.5	78.3	145.8	136.9	93.9	42	98	3	3430	249	338	200	96	2	9.11	17	22	6
ELM ST.,-----	2	54	57	29.3	20.8	50.1	49.5	98.8	0	21	0	180	8	330	357	323	2	10.6	4	2	0
	1	54	56	30.2	16.1	46.3	46.	99.4	4	8	0	121	12	338	332	293	1	7.1	4	21	0
	TOTALS,---	2	108	113	59.5	36.9	96.4	95.5	99.1	4	29	0	301	20	668	689	616	3	8.9	4	23	0
GOFFE ST.,-----	2	59	30	19.6	11.8	31.4	29.2	93.	12	22	15	990	296	123	183	87	7	10.4	17	19	0
	1	43	62	14.2	16.4	30.6	27.9	91.1	22	16	3	1117	219	118	96	56	2	8.10	17	17	9
	TOTALS,----	2	102	92	33.8	28.2	62.0	57.1	92.1	34	37	18	2107	515	241	279	143	9	9.7	17	36	9

SKINNER DISTRICT.

TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.			Av. Daily Attend.	Per cent. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Abs'ces.	No. Tard.	No. half days with- out Ab. or Tard.			No. Tard- cler.	Av. Age Y. M.	Sing. Sees.	Teachers.	
				Boys.	Girls.	Total.								Boys.	Girls.	All.				Ab.	Tard.
SKINNER,-----	12	51	54	18.3	30.5	48.8	46.7	95.7	8	9	0	764	63	191	116	55	3	14.1	9	5	27
	11	51	53	16.5	30.8	47.3	44.6	94.3	12	14	1	1059	44	204	70	42	7	13.4	9	19	4
	10	51	53	26.3	23.6	49.9	47.7	95.6	6	14	1	835	54	96	165	44	7	12.9	9	0	6
	9	51	53	24.	25.5	49.5	46.7	94.3	17	24	1	1085	78	120	97	39	17	11.8	9	19	19
	8	51	54	28.3	20.2	48.5	46.6	96.1	7	14	1	746	48	140	176	70	7	11.8	9	4	7
	7	51	58	26.3	23.	49.3	46.8	94.9	12	8	1	960	56	101	145	45	9	11.3	9	20	1
	6	51	54	29.3	17.4	46.7	44.4	95.1	12	13	2	937	57	116	132	48	7	10.5	9	58	8
	5	52	55	31.	17.8	48.8	46.4	95.1	13	15	4	938	27	97	172	56	2	10.4	9	2	5
	4	51	56	27.2	23.2	50.4	48.	95.2	13	13	1	927	59	133	116	58	2	10.1	9	6	2
	3	51	52	23.1	24.8	47.9	46.2	96.5	7	10	1	686	44	146	194	88	0	8.1	9	3	0
TOTALS,-----	2	51	56	20.4	25.4	45.8	43.	93.9	10	11	3	1091	75	145	93	40	33	7.4	9	108	15
	1	51	58	20.2	25.8	46.	43.3	94.1	20	18	0	1135	63	184	88	54	7	6.4	9	0	26
TOTALS,-----													1673		1564	639	101	107	9	244	120
EDWARDS ST., -	4	55	47	24.2	17.4	41.6	39.9	95.9	9	35	3	707	62	147	157	69	1	9.9	9	0	10
	3	55	54	22.8	20.7	43.5	40.7	93.6	10	10	3	1160	76	97	105	30	10	6.7	9	0	1
	2	55	47	21.	18.6	39.6	37.3	94.2	16	15	2	904	79	130	150	48	12	7.3	9	1	8
	1	56	71	20.4	23.4	43.8	41.	93.6	14	16	0	1113	86	132	99	43	4	6.4	9	0	5
TOTALS,-----													506		511	190	27	7.6	9	1	24

WASHINGTON DISTRICT.
TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

SCHOOLS.	No. Rooms.	No. Seals.	No. Regist.	Av. No. Registered.		Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Abs'nt.	No. Tard.	No. half days with- out Ab. of Tard.		No. Trans- cien.	Av. Age Y. M.	Sing. Boys.	Teachers.	
				Boys.	Girls.							Boys.	Girls.				Ab.	Tard.
WASHINGTON.	12	50	54	19.8	22.3	41.6	39.6	95.	6	19	0	813	7	201	107	62	4	25
	11	50	52	30.4	16.6	47.	45.1	96.	8	22	0	750	18	138	180	64	1	3
	10	50	53	25.9	22.3	48.2	46.	95.4	11	24	0	884	11	149	126	53	0	14
	9	50	53	26.1	21.1	47.2	44.4	94.1	9	37	1	1068	20	107	100	33	4	3
	8	50	51	23.4	24.5	47.9	46.3	96.7	6	30	0	603	9	182	155	80	0	4
	7	50	53	24.4	22.7	47.1	44.6	94.7	8	27	4	985	21	181	92	46	5	1
	6	56	66	27.9	26.2	54.1	50.9	94.1	10	19	1	1233	19	123	87	32	3	0
	5	56	60	27.8	27.3	55.1	52.1	94.6	9	16	2	1141	19	108	105	40	4	12
	4	64	70	26.1	27.2	63.3	60.	94.8	17	26	1	1305	7	99	57	47	6	4
	3	64	66	37.8	24.9	62.7	58.3	93.	9	11	1	1715	38	45	86	17	1	1
CEDAR ST.,-----	2	64	67	23.7	38.1	61.8	58.9	95.3	19	15	2	1157	21	189	69	47	1	13
	1	63	68	27.6	32.7	60.3	56.1	93.	11	21	0	1467	53	110	27	12	4	16
	TOTALS,-----	12	687	713	319.4	315.9	635.3	602.2	94.8	133	266	13121	243	1632	1191	533	33	96
	8	48	46	22.6	18.9	41.4	39.1	94.4	10	19	0	901	42	136	124	56	1	17
	7	48	39	18.6	15.1	32.7	31.1	92.3	12	14	2	1038	47	112	69	32	4	8
	6	50	44	19.4	13.5	32.9	30.9	93.9	5	29	6	754	47	142	170	82	16	10
	5	48	51	21.	22.4	43.4	40.6	93.3	13	19	2	1156	62	148	55	23	7	7
	4	50	52	27.2	19.7	46.9	44.3	94.5	13	14	1	1014	85	110	94	32	2	7
	3	55	56	27.1	23.8	50.9	48.1	94.5	13	15	4	1090	67	143	61	30	4	7
	2	56	51	30.6	18.4	49.	46.3	94.5	11	28	0	1043	77	87	120	44	3	1
TOTALS,-----	1	56	72	30.6	20.4	51.	47.5	93.1	24	24	0	1385	143	66	106	35	1	20
	8	411	411	197.	152.2	349.2	327.8	93.9	101	162	15	8981	570	944	799	334	38	84

WOOLSEY DISTRICT.

TABLE continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Sess.	No. Regist.	Av. No. Registered.		Ar. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'dn.	No. Transferred.	No. Abs. Cos.	No. Tard.	No. half-days without Ab. of Tard.		No. Transdies.	Av. Age Y. M.	Sing. Sess.	Teachers.
				Boys.	Girls.								Boys.	Girls.				
WASHINGTON BRANCH SCHOOLS. }	4	54	56	30.	20.5	50.5	47.2	93.5	14	26	0	1284	61	111	138	56	1	2
	3	34	26	12.	8.	20.	19.	95.	8	11	0	417	39	200	265	150	0	8.4
	2	64	69	30.5	31.6	62.1	59.4	95.6	10	22	0	1061	60	138	106	61	4	7
	1	51	60	30.	18.8	48.8	48.4	96.1	13	19	0	938	39	98	218	66	1	0
TOTALS,-----	4	203	211	102.5	78.9	181.4	172.	94.8	44	78	0	3700	199	535	725	333	6	7
WOOLSEY } SCHOOL. {	8	56	61	25.4	26.4	51.8	48.9	94.4	23	25	1	1143	40	107	128	42	2	13.11
	7	54	55	26.2	24.1	50.3	48.6	96.6	10	23	2	653	32	189	198	97	4	13.3
	6	56	60	24.8	28.7	53.5	51.8	96.1	10	35	2	642	32	180	176	92	4	12.3
	5	54	67	20.	34.3	54.3	52.7	97.1	22	31	1	633	20	244	184	124	4	11.3
CLINTON AV. } SCHOOLS. }	4	56	69	29.2	31.4	60.6	57.7	95.2	22	25	3	1156	60	140	99	48	1	10.6
	3	54	65	24.9	32.	56.9	53.9	94.7	32	36	4	1215	36	155	85	44	2	9.5
	2	54	61	29.2	27.2	56.4	53.1	94.1	23	23	3	1291	39	91	80	30	0	8.5
	1	68	78	27.6	29.	56.6	52.2	92.2	58	29	2	1709	35	85	53	28	4	7.7
TOTALS,-----	1	28	61	17.1	20.1	37.2	34.1	91.7	53	19	0	1246	21	134	102	57	1	5.8
TOTALS,-----	9	480	577	224.4	253.2	477.6	453.	94.8	253	246	18	9688	315	1335	1105	562	22	11.6
CLINTON AV. } SCHOOLS. }	3	33	37	19.6	8.3	27.9	25.9	92.8	20	11	4	778	87	96	216	61	7	11.
	2	54	57	21.4	17.4	38.8	36.	92.8	20	22	6	1227	136	61	109	24	0	9.3
	1	56	69	26.4	17.2	43.6	40.2	92.2	22	30	11	1317	137	86	135	39	9	7.3
TOTALS,---	3	143	163	67.4	42.9	110.3	102.1	92.6	62	63	21	3322	360	243	460	124	16	9.2
UNGRADED, ---	1	33	30	14.4	2.6	17.	12.6	74.1	4	20	0	925	232	37	84	22	35	10.5
																	8	20

TABLE.

Summary of Statistics—Showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	Tchrs. No.	No. Rooms.	No. Boys.	No. Girls.	Total.	Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Pupils on R.	No. Abs'ces.	No. Tard.	No. half days without Absence or Tard.			No. Truanted.	Av. Age Y. M.	Sing. Recs.	Teachers.				
													Boys.	Girls.	All.				Ab.	Tard.			
High School,-----	12	7	385	432	127.3	358.6	347.1	96.8	63	122	1	4310	232	1680	1113	821	3	15.7	35	24	9		
Webster,-----	14	12	603	715	312.5	580.2	554.9	95.6	139	279	9	9942	214	1770	1827	779	33	10.10	14	126	40		
Eaton,-----	14	12	674	673	330.7	559.6	531.8	95.	144	252	0	10839	665	1691	1784	930	10	10.11	7	44	72		
Woolsey,-----	14	12	668	677	306.2	531.6	510.6	94.9	155	266	14	10340	521	1716	1761	798	16	10.3	17	37	97		
Dwight,-----	14	12	622	692	296.5	528.5	557.6	95.7	133	259	7	9876	431	1989	1798	985	13	10.9	16	236	45		
Skinner,-----	14	12	613	656	290.9	578.9	550.4	95.8	137	162	16	11162	668	1673	1564	639	10	10.7	9	244	120		
Washington,-----	14	12	667	713	319.4	535.3	602.2	94.8	123	266	12	13121	243	1632	1191	533	33	10.10	7	62	96		
Woolsey,-----	11	9	480	577	294.4	553.2	477.6	95.3	246	18	9688	315	1325	1105	562	22	11.6	12	29	60	60		
Hamilton,-----	14	13	650	704	294.5	540.5	607.5	97.2	50	161	0	7033	440	3227	2726	211	13	10.2	13	80	18		
Cedar St.,-----	15	8	411	411	197.	152.2	349.2	327.8	98.9	101	162	16	8381	570	944	799	334	38	9.2	14	260	84	
Dixwell Av.,-----	8	7	353	414	171.3	147.6	318.9	302.1	94.7	119	147	6	6750	789	899	830	349	13	9.5	12	40	37	
South St.,-----	7	6	307	357	149.7	131.5	281.2	271.8	96.7	35	128	6	3835	234	1091	1101	575	15	8.3	10	90	59	
Fair St.,-----	8	4	196	202	77.1	64.1	141.2	131.8	93.3	43	61	4	3603	302	478	556	216	5	8.6	19	213	33	
Division St.,-----	4	3	167	194	67.5	78.3	145.8	136.9	93.9	42	98	3	3430	249	338	200	96	2	9.11	17	22	6	
Edwards St.,-----	4	4	221	219	88.4	80.1	168.5	158.9	94.3	49	76	8	3884	303	506	511	190	27	7.6	9	1	24	
Oak St.,-----	4	4	220	243	97.4	89.9	187.3	180.1	96.1	20	77	0	1553	118	390	412	180	6	8.1	9	1	16	
Wash. Br. Schools,-----	4	4	203	211	102.5	78.9	181.4	172.	94.8	44	78	0	3700	199	535	725	833	6	7.0	7	3	11	
Clinton Av.,-----	3	3	143	163	67.4	42.9	110.3	102.1	92.6	62	65	21	3322	360	243	460	124	16	9.2	12	63	45	
German-English,-----	2	2	105	121	55.1	45.4	100.5	94.4	93.9	34	25	0	2472	197	235	169	67	7	8.7	9	0	0	
Elm St.,-----	2	2	108	113	59.5	36.9	96.4	95.5	99.1	4	29	0	301	20	668	689	616	3	8.9	7	23	0	
Goffe St.,-----	2	2	136	92	33.8	28.2	62.	57.1	92.1	34	37	18	2107	515	241	279	143	9	9.7	17	36	9	
Fair St. Ungraded,-----	2	2	98	103	31.1	42.3	60.7	82.7	37	38	0	4948	453	72	29	18	3	9.2	17	0	7	0	
Whiting St. "-----	1	1	68	75	39.5	33.4	30.9	78.2	10	18	0	2135	1187	4	0	88	12	14	3	0	0	0	
Clinton Av. "-----	1	1	33	30	14.4	2.6	17.	12.6	74.1	4	20	0	926	232	37	84	22	35	10.5	8	20	1	
Almshouse,-----	1	1	20	20																			
Totals for 1872-73-----	189	155	8151	8807	3744.1	3464.	7208.1	6849.8	95.	1835	3070	158	137658	9457	23877	21713	11421	604	9.10†	-----	1657	888	888
" 1871-72-----	180	150	7904	8771	3644.5	3455.8	7100.3	6766.1	96.3	1766	3217	106	126508	8142	22208	20004	10629	548	9.8	-----	1263	705	705
Increase,-----	9	5	247	36	99.6	8.2	107.8	83.7	†3	69	†147	52	11155	1315	1169	1709	792	56	2†	-----	394	183	183

† Decrease.

PREPACT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 1000 half days or more during the year.

X, H.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing school (9 o'clock A. M. and 3 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Room.	TEACHERS.			No. of half days in 1875-76.			No. of half days in 1876-77.		
						All present.	Boys.	Girls.	All present.	Boys.	Girls.
1	Hamilton,	7	S. M. Clementine,			262	300	329	112	245	142
2	Eaton,	12	Miss Young,			247	322	275	---	---	---
3	Hamilton,	11	S. M. Cornelia,			222	274	249	118	242	148
4	Dwight,	11	Miss Bernard,			207	264	320	207	316	320
5	Hamilton,	9	S. M. Arsenius,			206	265	251	158	284	181
6	Hamilton,	6	S. M. Gertrude,			185	274	206	---	---	---
7	Eaton,	7	Miss Waitt,			183	244	263	111	171	214
8	Hamilton,	12	S. M. Rita,			179	299	233	---	---	---
9	Hamilton,	10	S. M. Celestine,			174	288	211	128	303	149
10	Hamilton,	1	S. M. Cyril,			171	284	184	115	160	120
11	High,	5	Miss Hume,			166	296	201	---	---	---
12	Dwight,	12	Miss Edwards,			163	230	261	184	330	203
13	High,	6	Mrs. Curtis,			152	256	210	---	---	---
14	Washington Branch,	3	Miss Kelsey,			150	200	265	---	---	---
15	Hamilton,	4	Miss Leary,			145	239	183	---	---	---
16	High,	3	Miss Cooper,			141	260	171	---	---	---
17	Wooster,	12	Miss Giddings,			134	289	170	133	281	181
18	South Street,	4	Miss Morgan,			133	238	216	---	---	---
19	Hamilton,	13	S. M. Helena,			131	286	144	---	---	---
20	South Street,	2	Miss Arnold,			130	225	197	159	219	266
21	South Street,	6	Miss Pinney,			128	202	221	---	---	---
22	Hamilton,	8	S. M. Sylvia,			120	235	165	131	263	164
23	Wooster,	11	Miss Pigott,			119	186	208	---	---	---
24	Webster,	8	Miss M. Graves,			119	182	229	225	288	278
25	Webster,	10	Miss Evans,			119	214	204	239	282	318
26	Eaton,	9	Miss Stevens,			114	233	187	---	---	---
27	High,	4	Mrs. Biddle,			113	278	128	---	---	---
28	Dwight,	10	Miss Baird,			110	211	176	---	---	---
29	Hamilton,	5	S. M. Germaine,			110	167	212	158	233	190
30	Dwight,	1	Mrs. Bradley,			108	176	172	135	195	226
31	Hamilton,	2	Miss Gleason,			103	146	190	---	---	---
32	Hamilton,	3	S. M. Ambrosia,			102	170	179	---	---	---
33	Wooster,	5	Miss Emma Burwell,			100	196	168	---	---	---
34	Wooster,	3	Miss Gorham,			100	185	176	---	---	---

NAMES OF PUPILS

Who have been present every School Session during the past year,
or longer.

HIGH SCHOOL.

Rooms. Names of Pupils.

No. 7.	Mary Ferguson,
"	Margaret Ferris,
"	Jennie Field,
"	Annie E. Hayes,
"	Maggie P. Moffatt,
"	Fannie L. Rice,
"	Hattie A. E. Prince,
"	Ida M. Avery,
"	Annie M. Brennan,
"	Sarah A. Wilcox,
"	Max Mailhouse,
"	Thomas E. Rochfort,
"	Frank W. Canada,
"	Gertrude Halliday,
"	Alexander McDonald,
No. 6.	Nellie L. Bonney,
"	Carrie E. Burwell,
"	Mary R. Burwell,
"	Emily B. Grannias,
"	Annie S. Hathaway,
"	Eugenie W. Hathaway,
"	Allie S. Jones,
"	Minnie A. Jones,
"	Augusta E. Siebke,
"	William H. Bradley,
"	Earnest E. Cooper,
"	John H. Gates,
"	George P. Smith,
"	Frederick L. Trowbridge,
No. 5.	Hyla C. Armstrong,
"	Hattie H. Harrison,
"	Hattie E. Nettleton,
"	Minnie E. Somers,
"	Fannie I. Wheeler,
"	Kittie A. Yanz,
"	Joseph W. Buckingham,
"	Frank B. Clemmons,
"	George P. Durham,

Rooms. Names of Pupils.

No. 4.	Hattie H. Stow.
"	Mary A. Mallahan,
"	Theresa A. Dietrich,
"	Lizzie E. Woodend,
"	Nellie A. Elliot,
"	Ida E. Eaton,
No. 3.	Lousia Palmer,
"	Lottie E. Hughes,
"	Mary J. Fahy,
"	Ida E. Buahnell,
"	Lizzie R. McGregor,
"	Walter E. Lewis,
"	Charles D. Goodwin,
"	J. W. Sears,
"	Ernest T. Liefield,
No. 2.	Kittie C. Blake,
"	Lizzie A. Smith,
"	Ida M. Boone,
"	Anna W. Frericks,
"	Jennie M. Cook,
"	Carrie E. Hatch,
"	Lizzie M. Hanson,
"	Frederick A. Betts,
"	Charles A. Tuttle,
"	John F. Jackson,
"	Arthur B. Cornwall,
"	George E. Robertson,
"	Dwight W. Blakeslee,
No. 1.	Ida M. Austin,
"	Helena Robinson,
"	Addie L. Arthur,
"	Mattie Palmer,
"	Lizzie Wilkinson,
"	Lousia Johnson,
"	John J. Klem,
"	Charles E. Hoadley,
"	Fred. E. Durgy.

WEBSTER SCHOOL.

Rooms.	Names of Pupils.	Rooms.	Names of Pupils.
No. 12.	Lillian I. Clarke, 3 years,	No. 8.	Charles Strong, 2 years,
"	Carl A. Lewis,	"	Charles Weiznegger,
"	Nellie J. McAleer,	"	Mary Kelly,
"	Charles E. Crisand,	No. 7.	Wiegand Schlein,
"	John T. Cowles,	No. 6.	Willie Clay,
"	Horace G. Hoadley, 2 years,	"	Levi Dudley,
No. 11.	Willie Dodd, 2 years,	"	Brennan Keating,
"	Johnnie Gould, 4 years,	"	David Richards, 2 years,
"	Carrie Parsons,	"	George Turnbull,
No. 10.	Maurice Callahan,	No. 5.	Sarah Merriman,
"	James E. Galvan,	"	Sammie Berger,
"	Gustave F. Gruener,	"	Jane Ginty, 2 years,
"	Louis A. Dambacher, 2 years,	No. 4.	Celia Dillon,
"	Clara A. Ensign,	"	Emmie Smith,
"	Mary C. Fones,	No. 3.	John Ginty,
"	Sarah Owens, 2 years,	"	Frank Smith,
"	Millie Cone,	"	James Pierpont,
No. 9.	Julius Berger,	No. 2.	Emma Schlein,
"	John Galvin,	"	Freddie Schlein.
"	Fennie Hubbell,		

EATON SCHOOL.

No. 12.	George Robertson,	No. 7.	Joseph Clark,
"	Fred. Betts,	No. 6.	Lucy Procter,
"	Ida Boone,	"	Annie Brown,
No. 11.	Thomas Moore,	No. 3.	Jas. Brown,
No. 10.	Hattie Barnes,	"	Myron Durham,
"	Fred. Chatfield,	"	George Ehler,
No. 9.	Clifford Booth,	"	Willie Saville,
No. 8.	J. H. Brown,	"	Francis Kammerer,
"	Ellen Neff,	"	Lizzie Sweetman,
"	Sarah Boone,	No. 2.	Francis Kammerer.

WOOSTER SCHOOL.

No. 12.	Charles Ferguson,	No. 8.	Delia Deegan, 2 years,
"	Herman Trische,	No. 7.	Jacob Leyerzaph,
"	Stephen Mayer, 2 years,	"	George McCheane,
"	Josie Thatcher,	No. 6.	Alexander Cummings,
"	Mary McCheane,	"	Mary Ronan,
No. 11.	Lewis Sargent,	"	Sarah Holmes,
No. 9.	Mary Flanagan,	"	John Ryan, 2 years,
"	Susie Killam, 2 years,	"	Lewis Smith, 2 years,
"	Annie McArthur, 2 years,	No. 5.	Freddie Schurig, 2 years,
No. 8.	Eddie Kennedy,	"	Allec Christie,
"	Robert Fitzpatrick,	No. 4.	Charlie Brooks,
"	Eddie Beebe,	"	Rosanna Flynn,
"	Bertha Laudendach,	No. 3.	Charles Pallman.

HAMILTON SCHOOL.

Rooms.	Names of Pupils.	Rooms.	Names of Pupils.
No. 13.	Jennie McPartland,	No. 7.	John Fox,
"	Peter Heery,	"	Michael Moran,
No. 12.	Mary T. Rice,	"	Eddie Ahern,
"	Annie E. Clune,	"	Willie Kenney,
"	Joanna E. T. Myers,	"	Eddie Maher,
"	Maggie O'Brien, tardy 1 in 2 y.	No. 6.	Nellie McPartland, 3 years,
"	Thomas W. Shanley,	"	Michael Sullivan,
"	Maurice Cahill,	"	James Heany,
"	Peter Mullen,	"	Lucy Myers,
No. 11.	Andrew Bowen, 2 years,	"	Agnes Tyndall,
"	Hattie Quinn,	"	Maggie Conlin,
"	Maggie Scanlan,	"	Mary Daly,
"	Daniel Sullivan,	No. 5.	Peter Sullivan,
No. 10.	Lizzie Enscoe,	"	John Tracy,
No. 9.	Timothy Cohane,	No. 4.	Maggie McNally,
"	Maurice Colbert,	"	Julia Hughes,
No. 8.	John McAuliff,	No. 3.	Lizzie Eagan,
"	John Keefe,	"	Nellie O'Brien,
No. 7.	Bridget Cronin, 5 years,	"	Delia Beegan.
"	Maggie Shanley,		

FAIR STREET SCHOOL.

No. 4.	Russell Sargent,	No. 3.	Johnny Thomas.
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DWIGHT SCHOOL.

No. 12.	Alice Fisk, 2 years,	No. 9.	Aulean Cornell,
"	Katie Donovan, 2 years,	"	Annie Costigan,
"	Leon Durgy, 2 years,	"	Charles Brockett,
"	Charles Whedon, 2 years,	"	John Dargan,
No. 11.	Hattie Langdale, 2 years,	"	John Dunn,
"	Susie Whitney, 2 years,	"	George Miller,
"	Maggie Veitch,	"	Leroy Whiting,
"	Susie Dibble,	No. 7.	Maggie O'Keefe,
"	Mary Nett,	No. 6.	Ella Barto,
"	Henry Richards,	No. 5.	Freddie Mead,
"	Howard Johnson,	"	Jed Davison,
No. 10.	Loretto Tracy, 2 years,	"	Arthur Bristol,
"	Louise Kirschner, 2 years,	No. 4.	John Peck,
"	Ida Graves, 2 years,	"	Mary Dietrich,
"	*Nellie Lanfare, 2 years,	No. 3.	Frank Nettleton,
"	Lily Johnson, 1 year,	"	Patsey Tumey,
No. 9.	Edward Carter, 2 years,	"	Carrie Tollea.

DIXWELL SCHOOL.

No. 7.	James Mercer,	No. 5.	Edward Richards,
"	Ella Freeman,	"	Patrick Moore,
No. 6.	Willie Kirschner,	No. 4.	Frank Wagner.
"	George Andrews,		

GOFFE STREET SCHOOL.

No. 2.	Perry Banta.
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* Tardy once.

DIVISION STREET SCHOOL.

Rooms.	Names of Pupils.	Rooms.	Names of Pupils.
No. 3.	Edgar Northrop,	No. 2.	Gustave Mouglois,
"	Frank Foster,	"	Myron Meeker,
"	May Monson,	No. 1.	Bennie Crocker.
No. 2.	Elmer Hill,		

SKINNER SCHOOL.

No. 12.	Eddie Alling,	No. 8.	John Watson,
"	Della Wright,	"	James Flynn,
"	Lizzie Rice,	"	John Shanley,
"	Almedia Welch,	"	Lawrie Klein,
No. 11.	Wilbur Hunt,	"	Sammie Hubbard,
"	Herbert White,	"	Maggie Conlan,
"	Ellie Merwin,	"	Louise Spang,
"	Nellie Gower, 2 years,	"	Katie Sullivan,
No. 10.	Joseph Conlan, 2 years,	No. 7.	James Cunningham,
"	Allen Buckingham, 3 years,	"	Jno. Clerkin,
"	George Adt, 2 years,	No. 6.	Joseph Lutz,
"	Grace Dayton,	No. 5.	Willie Ronald, 2 years,
"	Jennie Parsons,	"	Minnie Kane, 2 years,
"	Florence Stokes,	"	Annie Gower,
No. 9.	Henry Redfield,	No. 4.	Seth Johnson, 2 years,
"	Kate Gower,	"	James Twiname,
"	Kate Cunningham, 2 years,	No. 3.	John Conlin,
No. 8.	Charles Possiner,	"	Josie Spang, 3 years.

EDWARDS STREET SCHOOL.

No. 4.	Maggie Clerkin,	No. 4.	Jennie Miller.
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WASHINGTON SCHOOL.

No. 12.	Minnie L. Roberts,	No. 8.	Katie McDermott,
"	Charlotte E. McCaffrey,	No. 7.	James O'Brien,
"	Nathan Bartholomew,	"	Frank H. Smith,
No. 11.	Amelia Friesenius,	No. 6.	Allie Tanner,
"	Charles Hart,	"	James Nicholls,
"	Herman Scharf,	"	Patrick Fitzgerald,
"	Nellie Eagen,	No. 5.	Ernest Livingston,
No. 10.	Walter Maltby,	No. 4.	Charlie Coyle,
"	Ernest Nichols,	"	Lizzie Tutthill,
"	Nettie Barker,	No. 3.	Clark Winslow,
No. 9.	Melinda Holsupple,	"	John Horan,
"	Mary Maltby,	No. 2.	James Moran,
"	Katie O'Brien,	"	Ella Northrop,
"	Louis Fenouillet,	"	Rosie Smith,
"	Fred. Fenouillet,	"	Peter Flynn,
No. 8.	Zita Curtiss,	"	Patrick Lynch.
"	Alice Lovell,		

CEDAR STREET SCHOOL.

No. 8.	Hugh Mullen,	No. 4.	Kate Granfield,
"	Marion L. McDonald,	No. 2.	John Dowd,
No. 7.	Maggie Fogarty,	"	Willie Dowd (1871-72,
No. 5.	Willie Nagel,		omitted).

WOOLSEY SCHOOL.

Rooms.	Names of Pupils.	Rooms.	Names of Pupils.
No. 8.	Mary Baker,	No. 6.	Eddie Hardy,
"	Dollie Gates,	"	Chauncey Potter,
No. 7.	Charles Knerringer,	"	Nellie Story,
"	Jennie Frost,	No. 5.	George Moulthrop, 2 years,
"	Josie Newbauer,	"	Mary Terry,
"	Nettie Wilson,	No. 3.	Katie Tuttle.
No. 6.	Hattie Deming,	No. 2.	Frank East.

CLINTON AVENUE SCHOOL.

No. 1. Eddie Brennan.

MUSIC LESSONS....Time Table of Vocal Instructor, 1873-74.

Mondays.		Tuesdays.		Wednesdays.		Thursdays.		Fridays.	
A. M. Weester School. P. M. High School.		A. M. Webster School. P. M. Goffe st. and Elm st.		A. M. Washington School. P. M. German and Fair st.		A. M. Dwight School. P. M. High School.		A. M. Woolsey and Clinton av. Schools.	
Sept. 8, 22. Feb. 3, 17.		Sept. 9, 23. Feb. 3, 17.		Sept. 10, 24. Feb. 4, 18.		Sept. 4, 18. Feb. 5, 19.		Sept. 5, 19. Feb. 6, 20.	
Oct. 6, 20. Mar. 2, 16, 30.		Oct. 7, 21. March 3, 24.		Oct. 8, 22. March 4, 18.		Oct. 2, 16, 30. March 5, 19.		Oct. 3, 17. March 6, 20.	
Nov. 3, 17. April 13.		Nov. 4, 18. April 7, 21.		Nov. 5, 19. April 1, 15.		Nov. 13. April 2, 16.		Nov. 7, 21. April 10.	
Dec. 1, 16. May 11, 26.		Dec. 2, 16. May 12, 26.		Dec. 3, 17. May 6, 20.		Dec. 4, 18. May 7, 21.		Dec. 12. May 1, 16, 29.	
Jan. 5, 19. June 8, 22.		Jan. 6, 20. June 9, 23.		Jan. 7, 21. June 3, 17.		Jan. 8, 22. June 4, 18.		Jan. 9, 23. June 12, 26.	
Alternate Mondays.		Alternate Tuesdays.		Alternate Wednesdays.		Alternate Thursdays.		Alternate Fridays.	
A. M. Hamilton School. P. M. High School.		A. M. South st. and Oak st. P. M. West st. School.		A. M. Eaton School. P. M. Cedar st. School.		A. M. Skinner School. P. M. Edw. st. & High School.		A. M. Dixwell av. and Division st. Schools.	
Sept. 15, 29. Feb. 9, 23.		Sept. 16, 30. Feb. 10, 24.		Sept. 17. Feb. 11, 25.		Sept. 11, 25. Feb. 12, 26.		Sept. 12, 26. Feb. 13, 27.	
Oct. 13, 27. March 9, 23.		Oct. 14, 28. March 10, 31.		Oct. 1, 15, 29. March 11, 26.		Oct. 9, 23. March 12, 26.		Oct. 10, 31. March 13, 27.	
Nov. 10, 24. April 6, 20.		Nov. 11, 25. April 14.		Nov. 12, 26. April 8, 22.		Nov. 6, 20. April 9, 23.		Nov. 14. April 17.	
Dec. 8, 22. May 18.		Dec. 9, 23. May 5, 19.		Dec. 10, 24. May 13, 27.		Dec. 11. May 14, 28.		Dec. 5, 19. May 8, 22.	
Jan. 12, 26. June 1, 15, 29.		Jan. 13, 27. June 2, 16, 30.		Jan. 14, 28. June 10, 24.		Jan. 15, 29. June 11, 25.		Jan. 16, 30. June 6, 19.	

EXPLANATORY.

Each Room will receive *twenty visits* during the year.

Perfect recitation at each visit will be marked (10) *ten*.

Points for consideration—*Sight Singing, Tone, Time, Definitions, and Deportment*. Total failure on either point will count (2) *two off*; partial failure (1) *one off*. Highest number of credits attainable during the year is *two hundred*.

Teachers of every grade who would make satisfactory progress in Sight Singing must not fail to improvise exercises on the blackboard, *daily*. Purity of Tone can only be attained by *constantly checking* loud

and boisterous singing. Accuracy in Time is the sure result of precise and uniform motions in "*beating*." Let the *Definitions* in each succeeding lesson be fully understood by the class before singing any of the exercises. Let the ventilation of the room and the position of the scholars in singing receive careful attention.

When afternoon music lessons are to be deferred by reason of single session, the teachers are requested to notify the undersigned as early as 1 o'clock P. M.

The yearly examination of scholars in music will take place from the 6th to the 17th of April inclusive.

B. J.

DRAWING LESSONS.—Time Table of Drawing Instructor, 1873-74.

MONDAY, A. M.		TUESDAY, A. M.		WEDNESDAY, A. M.		THURSDAY, A. M.		FRIDAY, A. M.	
Washington School		High School		Woolsey School		Hamilton School		Dwight School	
Sept. 2, 9.	Feb. 2, 9.	Sept. 2, 9.	Jan. 27, 10.	Sept. 2, 10.	Feb. 4, 11.	Sept. 4, 11.	Feb. 5, 12.	Sept. 5, 12.	Feb. 20, 27.
Oct. 6, 12.	March 2, 8.	Sept. 30, Nov.	Feb. 24, 8.	Oct. 1, 8.	March 4, 11.	Oct. 2, 8.	March 5, 12.	Oct. 5, 10.	March 20, 27.
Nov. 5, 10.	April 4, 12.	Oct. 28, 4.	March 24, 21.	Nov. 5, 12.	April 1, 8.	Nov. 6, 12.	April 2, 9.	Nov. 7, 14.	April 24, 8.
Dec. 1, 8.	May 12, 12.	Nov. 23, 2.	May 12, 12.	Dec. 4, 20.	May 12, 22.	Dec. 11, 12.	May 7, 14.	Dec. 12, 19.	May 29, June.
Jan. 5, 12.	June 12, 22.	Dec. 28, 6.	June 9, 12.	Jan. 7, 14.	June 17, 24.	Jan. 8, 15.	June 4, 11.	Jan. 22, 20.	June 24, 2.
Skinner School		High School		Wooster School		Webster School		Eaton School	
Sept. 22, 22.	Feb. 12, 22.	Sept. 14, 22.	Feb. 10, 17.	Sept. 17, 22.	Feb. 12, 22.	Sept. 18, 22.	March 12, 22.	Sept. 17, 22.	March 2, 12.
Oct. 22, 27.	March 22, May.	Oct. 14, 22.	March 10, 17.	Oct. 15, 22.	March 12, 22.	Oct. 16, 22.	April 12, 22.	Oct. 17, 22.	April 10, 17.
Nov. 17, 24.	Apr. 20, 11.	Nov. 11, 12.	April 7, 14.	Nov. 19, 24.	April 15, 22.	Nov. 20, 4.	May 21, 22.	Nov. 21, 5.	May 12, 22.
Dec. 15, 22.	June 1, 2.	Dec. 9, 12.	May 26, 2.	Dec. 17, 24.	May 27, 2.	Jan. 22, 22.	June 12, 22.	Jan. 9, 12.	June 12, 19.
Jan. 19, 24.	June 22.	Jan. 12, 20.	June 22, 20.	Jan. 21, 22.	June 10, 1.	Feb. 12, 22.	July 2.	Feb. 6, 12.	June 22.
MONDAY, P. M.		TUESDAY, P. M.		WEDNESDAY P. M.		THURSDAY, P. M.		FRIDAY, P. M.	
Dix. Edw. Div. Edw.		High School Rooms 1 and 2.		High School Seniors and Juniors, 3 to 5 P. M. Room No. 6, 8 to 4		High School Room No. 6, 3 to 5 P. M.		Div. Cedar. Elm. Cedar. Elm.	
Sept. 2, 22.	Feb. 2, 12.	Sept. 14, 22.	Feb. 2, 17.	Sept. 2, 10.	Feb. 4, 11.	Sept. 4, 11.	Feb. 12, 22.	Sept. 12, 22.	Feb. 27, 20.
Oct. 4, 20.	March 2, 12.	Oct. 14, 22.	Mar. 2, 24.	Oct. 1, 8.	March 4, 11.	Oct. 2, 8.	March 5, 12.	Oct. 5, 10.	March 20, 27.
Nov. 5, 17.	April 4, 20.	Nov. 11, 22.	April 7, 14.	Nov. 5, 12.	April 1, 8.	Nov. 6, 12.	April 2, 9.	Nov. 7, 14.	April 24, 8.
Dec. 1, 12.	May 11, 22.	Dec. 9, 12.	May 26, 2.	Dec. 4, 20.	May 12, 22.	Dec. 11, 12.	May 7, 14.	Dec. 12, 19.	May 29, June.
Jan. 5, 12.	June 1, 12.	Jan. 2, 20.	June 2, 22.	Jan. 7, 14.	June 10, 17.	Jan. 8, 15.	June 4, 11.	Jan. 22, 20.	June 24, 2.
South. Fair. South. Fair.		West. City Pl. City Pl.		High School Seniors and Juniors, 3 to 5 P. M. Room No. 4, 3 to 4		High School Room No. 4, 3 to 5 P. M.		Div. Cedar. Elm. Cedar. Elm.	
Sept. 15, 22.	Feb. 9, 22.	Sept. 9, 22.	Feb. 10, 24.	Sept. 17, 24.	Feb. 12, 22.	Sept. 18, 22.	March 12, 22.	Sept. 19, 22.	March 12, 22.
Oct. 13, 27.	March 9, May.	Oct. 7, 21.	March 10, 21.	Oct. 15, 22.	March 12, 22.	Oct. 16, 22.	April 1, 8.	Oct. 17, 22.	March 2, 12.
Nov. 10, 24.	April 12, 12.	Nov. 4, 12.	Apr. 14, 22.	Nov. 19, 24.	Apr. 1, 8.	Nov. 20, 12.	May 21, 22.	Nov. 14, 21.	April 10.
Dec. 8, 22.	June 8, 22.	Dec. 2, 12.	May 19, 2.	Dec. 17, 24.	May 20, 22.	Jan. 22, 22.	June 12, 22.	Dec. 12, 19.	May 29, 2.
Jan. 12, 24.	June 22.	Jan. 12, 27.	June 14, 20.	Jan. 21, 22.	June 24, 1.	Feb. 5, 12.	July 2.	Jan. 14, 2.	June 22, 2.

NOTE.—The highest degree of excellence in drawing will be indicated by ten. When an afternoon lesson is to be omitted on account of "single session," Prof. Ball should be notified before one o'clock of the same day.

N. B.—Lessons will be marked on the following: 1. General accuracy of work; 2. Clearness of line; 3. Least use of rubber; 4. Best drawing from memory and original design.

The following half days not assigned to any schools may be employed where most needed to fill vacant half days: Forenoon—Wed., Oct. 22; Thurs., Oct. 23; Wed., Apr. 15; Tues., Apr. 21; Wed., Apr. 22; Thurs., Apr. 23. AFTERNOONS—Mon., March 20; Wed., Apr. 15, 22; Thurs., Apr. 16, 22.

TEACHERS APPOINTED FOR THE YEAR 1873-74,

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	TEACHERS.	Salaries.	Residences.
HIGH SCHOOL, <i>Orange Street, cor. Wall.</i>	T. W. T. CURTIS, A.M., <i>Principal</i> ,---	\$3,000	52 Whalley Ave.
	JAMES D. WHITMORE, <i>Sub-Master</i> ,---	2,500	32 York Sq. Pl.
	Virginia H. Curtis, -----	1,200	52 Whalley Ave.
	Mary A. Marshall, -----	850	2 Whalley Ave.
	H. Fannie Parish, -----	800	46 College.
	S. Louise Coy, -----	800	147 Orange.
	Anna L. Biddle, -----	800	131 College.
	Elizabeth Cooper, -----	800	88 State.
	Mary C. Tuttle, -----	800	520 Chapel.
	Mary W. Storrs, -----	750	273 Orange.
	L. F. Ingram, -----	750	88 State.
	Julia I. Stow, -----	700	29 Wooster.
		\$13,750	
WEBSTER SCHOOL, <i>George Street, cor. York.</i>	WEBSTER DISTRICT.		
	JOHN G. LEWIS, <i>Principal</i> ,-----	\$2,500	52 Hubbard.
	12 Maggie Baird, -----	700	60 Liberty.
	12 Ada T. Somers, -----	350	200 Goffe.
	11 Lucy A. Minor, -----	700	193 George.
	10 Rachel S. Evarts, -----	650	193 George.
	9 Sarah C. Tyler, -----	650	462 Chapel.
	8 Maria A. Graves, -----	650	532 Chapel.
	7 Clara A. Hurlbut, -----	650	641 Chapel.
	6 Edith E. Johnson, -----	600	156 York.
	5 Anna R. Hubbell, -----	400	3 Dow.
	4 Eva L. Griffing, -----	450	188 Wooster.
	3 Eliza A. Benham, -----	500	26 College.
	2 Nettie L. Leonard, -----	450	West Haven.
	1 Fannie E. Graves, -----	600	532 Chapel.
		\$9,850	
SOUTH ST. SCHOOL.	6 LUCY A. F. PINNEY, -----	\$900	193 George.
	6 Mary J. Alden, -----	400	34 Kensington.
	5 Lizzie M. Healy, -----	600	16 Factory.
	4 Edwa A. Morgan, -----	500	14 Park.
	3 Hannah M. Chamberlin, -----	550	46 Park.
	2 Rebecca P. Arnold, -----	500	30 Meadow.
	1 Catherine J. Herrity, -----	600	70 La Fayette.
		\$4,050	

TEACHERS.

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SCHOOLS.	Room	TEACHERS.	Salaries.	Residences.
OAK ST. SCHOOL. <i>Oak Street, cor. Greenwood.</i>	4	Louise G. Wolcott,	\$450	65 Sylvan Av.
	3	Laura E. Lampson,	350	15 Park.
	2	Ruth Gorham,	350	231 Crown.
	1	Juliet E. Peck,	400	202 Orange.
			\$1,550	
WHITING STREET. UNGRADED.		John M. Hart,	\$1,000	
EATON DISTRICT.				
EATON SCHOOL. <i>Jefferson Street, cor. St. John.</i>		JOSEPH GILE, <i>Principal</i> ,	\$2,500	264 State.
	12	Reugene L. Young,	750	118 St. John.
	12	Mary F. Frisbie,	350	9 Lyon.
	11	Julia A. Bidwell,	700	5 Osborn.
	10	Effie E. Stevens,	650	67 Wooster.
	9	Heppie E. Goodrich,	650	141 Church.
	8	Mary J. Bronson,	600	171 St. John.
	7	Susie S. Sheridan,	500	291 Orange.
	6	Julia Hovey,	650	74 Olive.
	5	Kate H. Candee,	600	149 Chapel.
	4	Katie Smith,	550	132 College.
	3	Mary C. Durrie,	450	15 Lyon.
	2	Flora A. Loper,	450	68 Bradley.
	1	Mary J. Hayes,	600	410 State.
			\$9,950	
WOOSTER DISTRICT.				
WOOSTER SCHOOL. <i>Wooster Street, cor. Wallace.</i>		R. H. PARK, <i>Principal</i> ,	\$2,500	129 Olive.
	12	Almena A. Giddings,	750	149 Chapel.
	12	Mary E. Weld,	350	99 Wall.
	11	Annie E. Pigott,	700	132 Hamilton.
	10	Mary A. T. Connelly,	650	68 Columbus.
	9	Almira W. Brooks,	650	64 Chapel.
	8	Julia E. Thatcher,	650	20 Chestnut.
	7	Mary C. Gorham,	500	38 Prout.
	6	Ella A. Burwell,	650	140 Whalley Av.
	5	Emma E. Burwell,	600	30 Beers.
	4	Joanna Gleason,	400	106 Wallace.
	3	Ella A. Beach,	450	163 St. John.
	2	Ida V. Huke,	400	270 Orange.
	1	Harriet C. Miles,	600	35 Fair.
			\$9,850	
FAIR STREET TRAINING SCHOOL.		KATHARINE BUTTS, <i>Principal</i> , ..	\$900	199 George.
	4	Mary J. Quinley,	300	34 Gill.
		Anna S. Johnson,	200	E. Grand.
	3	Nellie J. Guinan,	250	178 Olive.
	3	Ella E. Smith,	200	69 Wooster.
	2	Emma L. Bishop,	200	77 Hamilton.
	2	Alice A. Smith,	200	36 Lyon.
	1	Hattie E. Bradley,	250	293 Elm.
	1	Emma F. Weld,	250	99 Wall.
			\$2,750	

SCHOOLS.	Room	TEACHERS.	Salaries.	Residences.
GERMAN-ENGLISH. <i>Wooster Street, betw. Olive & Union.</i>	2	HERMAN TRISCH,	\$1,200	42 Fair.
	1	Antoinette T. Marchal,	550	300 Grand.
			\$1,750	
FAIR STREET, UN- GRADED SCHOOL.	2	Marietta Wildman,	\$550	21 Clark.
	1	Emily A. Wildman,	550	21 Clark.
			\$1,100	
HAMILTON STREET SCHOOL. <i>Betw. Hamilton and Wallace, near Grand.</i>		S. M. AGNES WELCH,	\$1,200	267 Franklin.
	13	" Helena Chorlton,	700	" "
	12	" Rita Shea,	650	" "
	11	" Celestine Wall,	650	" "
	10	" Arsenius Caden,	650	" "
	9	" Clementine Kenney,	550	" "
	8	" Gertrude Roach,	500	" "
	7	" Germaine Whelan,	500	" "
	6	" Patricia Carney,	500	" "
	5	" Maria Murray,	350	" "
	4	Mary F. Leary,	450	24 Locust.
	3	S. M. Ambrosia Coonan,	500	267 Franklin.
	2	Mary E. Hall,	550	75 Grand.
	1	S. M. Cyril Welch,	600	267 Franklin.
			\$3,350	
DWIGHT DISTRICT.				
DWIGHT SCHOOL. <i>Martin Street, cor. Gill.</i>		LEVERETT L. CAMP, <i>Principal</i> , ..	\$2,500	595 Chapel.
	12	Julia M. Edwards,	750	595 Chapel.
	12	Mary F. Harmount,	400	68 Greenwood.
	11	Emma S. Bernard,	700	595 Chapel.
	10	Harriet E. Judson,	650	70 Howe.
	9	Clara Bradley,	600	293 Elm.
	8	Kate E. Chapman,	600	241 Elm.
	7	Emma E. Lincoln,	650	57 Martin.
	6	Charlotte Hills,	600	37 College.
	5	Jessie Craig,	600	14 University Pl.
	4	Mary A. Daggett,	500	128 York.
	3	Gertrude L. Cooper,	500	124 Dwight.
	2	Fannie C. Upson,	400	94 High.
	1	Joanna W. Bradley,	600	37 College.
			\$10,050	
DIXWELL AVENUE SCHOOL.	7	SARAH E. HUGHES,	\$900	East Haven.
	7	F. Isabel Andrews,	400	101 Howe.
	6	Fannie T. Munson,	550	133 College.
	5	Annie G. Kennedy,	600	156 York.
	4	Sarah S. Benham,	550	26 College.
	3	Nellie A. Peck,	550	141 York.
	2	Fannie A. Baldwin,	600	10 University Pl.
	1	Martha M. Dudley,	450	202 Martin.
			\$4,600	

TEACHERS.

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SCHOOLS.	No'm	TEACHERS.	Salaries.	Residences.
DIVISION STREET SCHOOL.	3	JENNIE E. BARBER,	\$700	Shelton av., c. Ivy
	3	Katie R. Callahan,	450	144 Goffe.
	2	Fannie I. Bryant,	600	1 Gregory.
	1	Livia M. Guthrie,	450	c. Newhall and Thompson.
SHELTON AV., cor. DIVISION STREET.			\$2,200	
	2	ELIZABETH V. SOUTHWORTH, ---	\$550	10 Sylvan Av.
		1	Luella Bartholomew,	400	10 Lock.
GOFFE STREET SCHOOL.			\$950	
	2	Cordelia Sargeant,	\$600	348 Elm.
		1	Emma C. Judd,	550	30 Martin.
ELM ST. SCHOOL.			\$1,150	
	SKINNER DISTRICT.			
	SKINNER SCHOOL.		HENRY C. DAVIS, <i>Principal</i> , ---	\$2,500	43 Clark.
12		Sarah A. Tucker,	700	6 Pearl.
12		Mary E. Root,	400	139 Hamilton.
11		Mary J. Curtis,	700	16 Audubon.
10		Ellie J. Bronson,	650	502 State.
9		Sarah A. Mallory,	650	171 Temple.
8		Ellie L. Maguire,	650	34 Pearl.
7		Ann E. Loper,	650	68 Bradley.
6		Fannie I. Bunce,	500	113 Poplar.
5		Susie E. Thatcher,	500	20 Chestnut.
4		Mary E. Dallagher,	600	40 Bradley.
3		F. Elsie Terrill,	550	49 Collis.
2		Emma E. Beach,	450	163 St. John.
1		Mary J. Morris,	600	88 Hamilton.
EDWARDS STREET SCHOOL.				\$10,100
	4	M. Carrie Strickland,	\$400	42 Whitney Av.
		3	Alice J. Serviss,	350	19 Edwards.
2		Hattie J. Bushnell,	350	40 Whitney Av.
1		Maggie T. Bryden,	550	25 Humphrey.
WASHINGTON DISTRICT.			\$1,650	
	WASHINGTON DISTRICT.			
	WASHINGTON SCHOOL.		GEORGE R. BURTON, <i>Principal</i> , ---	\$2,500	33 Sylvan Av.
12		Emily E. Warner,	750	20 Portsea.
12		Fannie A. Butler,	450	22 Prince.
11		Julia Catlin,	700	73 Washington.
10		Alice S. Gillette,	550	15 Columbus.
9		E. Josie Cargill,	550	48 Columbus.
8		Ella J. Reilly,	550	337 Cedar.
7		Mary A. Pinney,	650	9 Park.
6		Catherine C. Jones,	600	29 Columbus.
5		Laura T. Cannon,	500	118 Columbus.
4		Fannie T. McLaughlin,	500	313 Water.
3		Rosalie G. Maher,	450	30 Portsea.
2		Cordelia M. Lyon,	400	5 Broad.
1		Fredrika J. Harrison,	400	194 Orange.
			\$9,550	

SCHOOLS.	Ro'm	TEACHERS.	Salaries.	Residences.
WASH'N BR. SCH. <i>City Point.</i>	4	Martha May,	\$500	6 Sylvan Av.
	3	Jennie C. Kelsey,	400	3 Howard Av.
	2	Marian L. Livingston,	550	118 Columbus.
<i>Cartisle Street.</i>	1	Maggie A. Byrne,	400	44 Daggett.
			\$1,850	
CEDAR STREET TRAINING SCHOOL		CLARISSA B. WILLIAMS, <i>Principal</i> ,	\$1,500	74 Portsea.
	8	Martha E. Chapman,	400	161 George.
	8	Rosina Allan,	200	189 George.
<i>cor. Washington.</i>	7	Mary E. Willoughby,	300	7 Christopher.
	7	Eva L. Phelps,	200	76 Columbus.
	6	Anna F. Gillette,	300	15 Columbus.
	6	Lily W. Sheridan,	200	291 Orange.
	5	Lottie A. Riggs,	250	92 Dwight.
	5	Adele T. Howarth,	200	34 Vernon.
	4	Emma E. Cowap,	250	55 Asylum.
	4	Lilian M. Bedell,	200	821 Cedar.
	3	Annie C. Norman,	200	69 Howe.
	3	Kate M. Conlan,	250	313 Water.
	2	Jennie E. Ford,	300	150 Elm.
	2	Sarah E. Husted,	200	72 Dixwell Av.
	1	Inez E. Nettleton,	350	91 Dwight.
	1	Jenny R. Catlin,	200	76 Columbus.
			\$5,500	
		WOOLSEY DISTRICT.		
WOOLSEY SCHOOL		MARK PITMAN, <i>Principal</i> ,	\$2,500	25 Atwater.
	8	Maria L. Breen,	750	3 Lombard.
<i>Grand Street,</i>	8	Sarah J. Gibson,	450	44 Edwards.
<i>cor. Clinton Av.</i>	7	Nellie B. Morse,	600	So. Quinnipiac.
	6	Lottie D. Butler,	550	112 Ferry.
	5	Wilhelmina Gibson,	550	44 Edwards.
	4	Mary J. Warren,	500	71 Clinton Av.
	3	Jennie E. Avery,	500	89 E. Grand.
	2	A. C. Ruth Seibke,	400	116 Wooster.
	1	Ella E. Curtiss,	450	25 E. Grand.
	1	Ella H. Clarke,	450	N. Quinnipiac.
			\$7,700	
CLINTON AVENUE SCHOOL	3	Julia A. Malcolm,	\$600	132 Olive.
	2	Sarah W. Bartram,	450	17 William.
	1	Mary Kilbride,	500	229 Franklin.
			\$1,550	
CLINTON AVENUE UNGRADED.		Dwight F. Walbridge,	\$550	179 E. Grand.
		<i>Instructor in Vocal Music.</i>		
		B. Jepson,	\$2,500	20 Grove.
		<i>Instructor in Drawing.</i>		
		Louis Bail,	\$2,200	43 Park.

JANITORS APPOINTED FOR 1873-74.

Eaton School,	Nehemiah Bristol,	\$575	250 Franklin.
Webster School,	John M. Mattingley,	575	6 College.
Dwight School,	George W. Judd,	575	66 Martin.
Wooster School,	David Sturgis,	575	94 Wallace.
Skinner School,	Henry S. Loper,	575	68 Bradley.
Washington School,	James O'Brien,	600	18 Salem.
Woolsey School,	Moses Jones,	575	Fair Haven.
Hamilton School,	Patrick Hall,	600	83 Grand.
Cedar St. School, }	Henry W. Blakeslee,	500	77 Washington.
Whiting St. School, }			
High School,	Thomas W. Beecher,	575	29 Washington.
Dixwell School,	John W. Munson,	400	100 Webster.
South St. School,	Isaac Martyn,	300	37 Olive.
Fair St. School,	" "	300	"
Division St. School,	James Henry,	200	Shelton Ave.
Edwards St. School,	Henry S. Loper,	200	68 Bradley.
Oak St. School, .....	.....	200	
Small Schools, Evening Schools, Office, estim.,		675	
		— \$8,000	

NEW HAVEN CITY SCHOOL DISTRICT,
SCHOOL CALENDAR FOR 1873-74.

1873.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	1874.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
SEPT. .	7	1	2	3	4	5	6	MAR. .	1	2	3	4	5	6	7
	14	8	9	10	11	12	13		8	9	10	11	12	13	14
	21	15	16	17	18	19	20		15	16	17	18	19	20	21
	28	22	23	24	25	26	27		22	23	24	25	26	27	28
OCT. .		29	30		1	2	3	APRIL.	29	30	31		1	2	3
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30	31			26	27	28	29	30		
NOV. .							1	MAY. .						1	2
	2	3	4	5	6	7	8		3	4	5	6	7	8	9
	9	10	11	12	13	14	15		10	11	12	13	14	15	16
	16	17	18	19	20	21	22		17	18	19	20	21	22	23
	23	24	25	26	27	28	29		24	25	26	27	28	29	30
	30								31						
DEC. .		1	2	3	4	5	6	JUNE. .		1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
1874.	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30	31					28	29	30				
JAN. .					1	2	3	JULY. .				1	2	3	4
	4	5	6	7	8	9	10		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		19	20	21	22	23	24	25
	25	26	27	28	29	30	31		26	27	28	29	30	31	
FEB. .						6	7	AUG. .							1
	1	2	3	4	5				2	3	4	5	6	7	8
	8	9	10	11	12	13	14		9	10	11	12	13	14	15
	15	16	17	18	19	20	21		16	17	18	19	20	21	22
	22	23	24	25	26	27	28		23	24	25	26	27	28	29
									30	31					

Fall Term begins Tuesday, September 2; ends Dec. 24. = 15 weeks, 4 days.

Winter Term begins Monday, January 6; ends April 24. = 15 weeks, 4 days.

Summer Term begins Thursday, May 7; ends July 3. = 9 weeks, 2 days.

Number of school weeks in the year, = 40

NOTE.—School Days are printed in prominent figures. Thanksgiving Vacation may come a week earlier.

Annual State Fast (Good Friday), April 3rd.

State Teachers' Association, one day in October.

COURSE OF STUDY.

GRADE I.

Average age 6 years 9 months. Range of ages from 5 to 9 years.

FIRST YEAR—FIRST TERM.

Reading.—Lessons from cards and blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Charts Nos. 1, 2, and 3.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20.

Singing.—Teach the lessons in order as given in Mr. Jepson's Primary Music Reader.

Physical Exercise.—Gymnastics, Marching, or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not*, proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

SECOND TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Charts, Nos. 1 to 3.

Numbers.—Count, read and write to 50. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits. to a sum not exceeding 20.

Singing.—Lessons from Jepson's Primary Music Reader. Pure tone, with moderate force, should be cultivated with great care. Two or more lessons a day, of 10 minutes each.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc.

Morals, Manners, Maxims. } Right and Wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."

THIRD TERM.

Reading.—First Reader completed. Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters, teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Charts, Nos. 2 to 4.

Singing.—Jepson's Primary Music Reader.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home: materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading-books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right; in everything; at all times.

GRADE II

Average age, 8 years 6 months. Range of ages from 7 to 11 years.

SECOND YEAR—FIRST TERM.

Reading.—Second Reader. Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Write Roman numerals to XX. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Charts Nos. 5 and 6.

Singing.—Jepson's Primary Music Reader continued.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing, and materials of which it is made, of children, boys, girls, for week-days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

SECOND TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 6.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Write Roman numerals to C.

Singing.—Jepson's Primary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses; their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

THIRD TERM.

Reading.—Second Reader finished.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Chart No. 7.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred. French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work.

Singing.—Jepson's Primary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained. What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

GRADE III.

Average age, 9 years 10 months. Range of ages from 8 to 13 years.

THIRD YEAR—FIRST TERM.

Reading.—Third Reader begun. Observe directions previously given. Special care to be taken to express the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Spelling.—Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis (p. 13). Explain the *Key Mark* and its use (43, p. 7); also the marks indicating long and short sounds (1 and 2, p. 6). Spell orally and by writing. Teach the table of elementary sounds (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the *SPENCERIAN MANUAL*.

Drawing.—Charts Nos. 7 and 8.

Arithmetic.—French's First Lessons continued. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Also, dictation exercises. Roman numerals to one thousand.

Singing.—Jepeon's Primary Music Reader.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employments. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

SECOND TERM.

Reading.—Third Reader. Directions as in the last term's work.

Spelling.—Town's Speller. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 7 and 8.

Arithmetic.—French's First Lessons completed. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Jepeon's Primary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography.—Location and direction of objects in relation to the school; points of compass: direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (*SHELDON'S OBJECT LESSONS*, p. 396). Why we should

show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

THIRD TERM.

Reading.—Third Reader. Directions as before.

Spelling.—Town's Speller. Directions as last term.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic begun. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher.

Singing.—Jepson's Primary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

GRADE IV.

Average age, 11 years 4 months. Range of ages from 9 to 14 years.

FOURTH YEAR—FIRST TERM.

Reading.—Third Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also, the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—Practice paper and Writing Book, No. 1, to be commenced. Analysis of principles to be required.

Drawing.—Charts Nos. 10 and 11.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Mitchell's Primary.

Singing.—Jepson's Music Reader.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instruction lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

SECOND TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Books Nos. 1 and 2 to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 10 and 11.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Mitchell's Primary.

Singing.—Jepson's Music Reader.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two examples of each to be thoroughly studied. Also color, size, habits, where found, at what season of the year, of what use to man, etc; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence, in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

THIRD TERM.

Reading.—Third Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, with practice paper and analysis.

Drawing.—Charts Nos. 11 and 12.

Arithmetic.—French's Elementary to compound numbers, in connection with dictation exercises for mental practice.

Geography.—Mitchell's Primary.

Singing.—Jepson's Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Birds. Classification same as last term. The following to be studied: vulture, mocking bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc. The opposite of one who loiters, hesitates, falls into a "brown study," a condition of vacant-mindedness. Evil consequences considered.

GRADE V.

Average age, 12 years 7 months. Range of ages from 11 to 15 years.

FIFTH YEAR—FIRST TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.

Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the notation found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Charts Nos. 12 and 13.

Arithmetic.—French's Elementary, to Fractions. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary.

Singing.—Jepson's Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage; the oak, elm, maple, locust, ailanthus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

SECOND TERM.

Reading.—Fourth Reader. Give careful attention to modulation.

Spelling.—Town's Speller. Give occasional exercises on prefixes and suffixes of words.

Writing.—Book 3, with practice paper.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Elementary finished. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary, finished and reviewed.

Singing.—Jepson's Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right choice of objects; right way of securing them; right time for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 4 and practice paper.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School begun, or review Elementary. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate.

Singing.—Jepson's Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—See animals and shells of the ocean. To be studied particularly: whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Written sentences suggested by oral instruction on Grammar. Sentences containing parts of speech.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.

Average age, 13 years 4 months. Range of ages from 12 to 16 years.

SIXTH YEAR—FIRST TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Books, No. 4, with practice paper and analysis.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School, to Compound Numbers. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, to the Middle States.

Grammar.—Kerl's First Lessons.

Singing.—Jepson's Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher.

Language.—Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit; importance of good; consequences of bad. Who are slaves under control of habit?

SECOND TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School, to Factors and Multiples. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Map of California, etc.

Singing.—Jepson's Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and Foreign Productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher.

Language.—Some objects from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5, with practice paper and analysis.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School, to Converse Operations. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, to South America.

Physical Exercise.—Continued.

Singing.—Jepson's Music Reader.

Oral Instruction.—Domestic and foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest.

Language.—Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

GRADE VII.

Average age, 14 years 2 months. Range of ages from 12 to 16 years.

SEVENTH YEAR—FIRST TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Books, Nos. 5 and 6, with practice paper. Analysis and blackboard illustrations. Selections of higher numbers of books may be made.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School to Percentage. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Great Britain; three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Jepson's Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

SECOND TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Books. Selection by Principal.

Drawing.—Chart No. 18.

Arithmetic.—French's Common School to Interest. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, etc.; as last term.

Geography.—Mitchell's Intermediate, to Asia; three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Jepson's Music Reader.

Oral Instruction.—Historical sketches of renowned cities and representative men.

Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and employed.

THIRD TERM.

Reading.—Fifth Reader as last term.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book, selected.

Drawing.—Chart No. 19.

Arithmetic.—French's Common School to Ratio and Proportion. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, finished; two lessons a week.

History, U. S.—Anderson's Pictorial School; three lessons a week.

Singing.—Jepson's Music Reader.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.

EIGHTH YEAR—FIRST, SECOND AND THIRD TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words. 2nd term, finish; 3rd term, review.

Writing.—As in Grade VII.

Drawing.—Charts 17, 18 and 19.

Arithmetic.—French's Common School to Progressions. Eaton's Intellectual Arithmetic. 2nd term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Kerl's First Lessons, or Common School.

History, U. S.—Anderson's Pictorial School.

Singing.—Jepson's Music Reader.

<i>Oral Instruction,</i> <i>Language,</i> <i>Morals and Manners.</i>	}	As during first term, Grade VII, or any topic previously given.
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HIGH SCHOOL COURSE.

GRADE IX.

Fourth Class.

NINTH YEAR.

FIRST TERM (20 WEEKS).

Arithmetic and Book-keeping.

*U. S. History.**Physical Geography.**Botany and Physiology.**French, German, or Latin.*

SECOND TERM (20 WEEKS).

Arithmetic and Book-keeping.

*Ancient History.**French, German, or Latin.*

GRADE X.

Third Class.

TENTH YEAR.

Algebra.

Rhetoric and English Language.

French, German, or Latin.

Algebra.

Mediæval History.

French, German, or Latin.

GRADE XI.

Junior Class.

ELEVENTH YEAR.

Geometry.

Natural Philosophy.

*Modern History.**Latin.*

Geometry.

Chemistry.

English Literature.

Latin.

GRADE XII.

Senior Class.

TWELFTH YEAR.

Geology.

Astronomy.

English Literature.

Trigonometry.

Reviews.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils in the last four grades will have exercises in elocution, in the form of Reading, Declamation or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

TABULAR VIEW OF STUDIES IN THE PUBLIC SCHOOLS.

STUDIES.	1st GRADE.			2d GRADE.			3d GRADE.			4th GRADE.			5th GRADE.			6th GRADE.			7th GRADE.			8th GRADE.			9th GRADE.			10th GRADE.			11th GRADE.			12th GRADE.		
	TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.			
Lovell's 1st Reader.....	47	87	128																																	
" 2d ".....				55	118	216																														
" 3d ".....							41	102	150	193	251	318																								
" 4th ".....													57	123	182	226	301	360																		
" 5th ".....																			138	225	307	379	462	518												
Town's Speller.....							22	29	37	42	50	57	62	69	77	82	90	99	114	132	168															
Hend. Test Words.....																																				
Arith., 1st Lessons.....							81	71	107																											
" French's Elem.....										30	64	89	128	161	208	R.																				
" Com. School.....																72	112	163	204	248	252	286	310	335	R.											
" Eaton's Intel.....																25	37	49	61	73	85	97	109	121	134	R.										
Geog., Primary.....										23	43	55	71	91	R.																					
" Intermediate.....															19	35	53	69	73	85	98	R.	R.													
Grammar, 1st Lessons.....																25	57	62	112	135	166															
Grammar, Com. School.....																																				
History of U. S.,.....																																				
Penmanship.....																																				
Drawing Charts.....																																				
General History.....																																				
Bookkeeping.....																																				
Physical Geography.....																																				
English Language.....																																				
Physiology.....																																				
Natural Philosophy.....																																				
Algebra.....																																				
Constitution U. S.,.....																																				
Geometry.....																																				
Botany.....																																				
English Literature.....																																				
Chemistry.....																																				
Astronomy.....																																				
Geology.....																																				
Trigonometry.....																																				
French.....																																				
German.....																																				
Latin.....																																				
High School Studies.																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		

Reviews of English studies during the last half of this year.

Reviews of English studies during the last half of this year.

Selections.

Studies in Italics are optional.

REMARKS ON THE TABULAR VIEW OF THE COURSE OF STUDY.

THE course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. Another year's trial will enable us to ascertain what modification may be necessary to render the adaptation more perfect. The following suggestions and cautions are to be kept in mind while endeavoring to work the classes in accordance with the scheme:

1. Each grade will, ordinarily, include rooms in the Grammar Schools, as follows:

Grade I,	rooms 1 and 2.	Grade V,	rooms 9 and 10.
" II,	" 3 " 4.	" VI,	" 11.
" III,	" 5 " 6.	" VII,	" 12, 2d class.
" IV,	" 7 " 8.	" VIII,	" 12, 1st "

2. The *youngest class* in the grade is to complete the work assigned for each term; and the older classes will finish it in *two terms or less*, and then proceed to the studies of the next grade.

3. To determine whether the classes are *on the grade, behind*, or in *advance* of it, ascertain whether the *youngest class* has done the work assigned satisfactorily, and what is the relative advancement of the older classes. Each teacher is held responsible for thoroughness in that part of the grade to which her classes belong.

4. If any classes are found competent to advance more rapidly than the grade directs, they are not to be hindered in their progress, provided their work is well done. Individual promotions are to be encouraged, at monthly examinations. But haste must never be made at the expense of thoroughness.

5. The numbers in the Tabular View, against each study, indicate the pages to be completed during each term. The dash indicates that the study is pursued, without directing how much shall be accomplished.

6. At the beginning of the year, by the promotion of classes, pupils advanced to the next higher room are likely to be considerably behind the grade laid down in the "Course of Study." Let such pupils *begin, after promotion*, where they *left off* in the previous room, and it will be satisfactory if they reach the studies assigned in the grade before the end of the year.

NEW HAVEN PUBLIC SCHOOL MANUAL.



I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into two school districts, viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The New Haven City School District includes all that part of the town of New Haven which lies east of a line running from the bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. It is divided for convenience into seven sub-districts, with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to West Water, both sides of West Water to Meadow, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to Grand, neither side of Grand to Hamilton, neither side of Hamilton to the railroad, which separates it from the Skinner district, thence to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford railroad, which separates it from the Skinner district, thence to Hamilton street, includes both sides of Hamilton to Grand, both sides of Grand to Franklin, both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The Board of Education consists of nine members, three of whom are chosen at each annual meeting of the district. Their powers and duties are thus defined in the statutes of the State:

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated, shall become school districts of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts shall annually choose, on the third Monday in September in each year, instead of a district committee, a Board of Education consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors; and said

Board of Education shall have all the powers and be subject to all the duties imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes, and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors shall be filled by an election of the necessary members thereto by ballot. Should any vacancy occur by death, resignation or otherwise, the remaining members of the Board may fill such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters in the District is held on the third Monday of September, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the first and third Wednesday evenings of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. Five members of the Board shall constitute a quorum for the transaction of business, and every member present, when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public, unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called by a majority of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1. At the first meeting of the Board after the Annual District Election, a President for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2. The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3. In the absence of the President his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEES.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on School Buildings, shall be elected by a majority of the Board.

1. COMMITTEE ON SCHOOLS.—The instruction and government of the schools, the furniture, books, maps and apparatus for teaching shall be under the especial charge of the Committee on Schools.

2. COMMITTEE ON FINANCE.—The financial wants and obligations of the District shall be under the especial charge of the Committee on Finance, who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The

Committee meet during the last week of each month to examine and pass upon all bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3. **COMMITTEE ON SCHOOL BUILDINGS.**—The School buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also make an estimate, for publication in the Annual Report, of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The executive officers of the Board shall consist of a Secretary and a Superintendent of Schools, who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, unless the election is postponed to a future meeting. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the Secretary to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall keep the accounts of the District, and make out an annual report of its expenses.

He shall receive the moneys from the Treasurer for orders drawn on him, and pay all bills approved by the Committee on Finance, and none others.

He shall loan books to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an accurate inventory of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall superintend all necessary repairs under the direction of the Committee on School Buildings.

He shall be the executive officer of the Board, in securing the attendance at school of truant and neglected children.

He shall have a general oversight of the janitors, and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall be at the office of the Board on all school days, from $8\frac{1}{4}$ to $9\frac{1}{4}$ o'clock A. M., and from 4 to 5 o'clock P. M., and on Mondays and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements; and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals and harmonious relations between the parents and teachers.

He shall be at the office of the Board on all school days, from $8\frac{1}{4}$ to 9 o'clock A. M., and from $12\frac{1}{4}$ to 1 o'clock P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

1. Reading the minutes of the previous meeting.
2. Reports of Committees.
3. Unfinished business.
4. Report of Superintendent.
5. Report of Secretary.
6. Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1. The apparatus, books, maps, &c., used in the schools, shall be such only as may be prescribed by the Board.

2. No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then, unless the Committee on Schools have reported thereon.

3. All school registers, record books, report blanks, &c., shall be after uniform patterns to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board shall not be amended or repealed but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1. Candidates not in the service of the District will apply in writing to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2. The annual election of teachers shall be made by the Board in the month of June.

3. Teachers shall be immediately notified by the Superintendent of their election. Every teacher, within one week after receiving such notice, shall signify to the Superintendent, in writing, an acceptance of the offered situation. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, will be considered as declining it.

XX.

DUTIES OF TEACHERS.

1. Teachers are required to devote themselves faithfully, and during school hours, exclusively to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2. The Principals in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary to insure a strict observance and enforcement of the rules and regulations of the schools.

3. All teachers are required to be *at their respective school rooms* at the beginning of *their* school hours (*viz.*) at 20 minutes before 9 o'clock A. M., and 15 minutes before 2 o'clock P. M.; and in case of failure, they shall report themselves without delay, and in writing, to the Principal, as tardy, stating the cause and number of minutes they are late. To secure uniformity and avoid doubt in relation to time, the Principal shall provide for the ringing of a teacher's bell, just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4. Whenever a teacher shall be absent from school, and whenever, for any cause, the exercises of a school shall be omitted, immediate notice of the same shall be sent to the Superintendent by the Principal. No substitute for an absent teacher shall be employed for more than one day without the express approbation of the Superintendent.

Teachers shall not absent themselves from school for any other cause than sickness without permission previously obtained from the Superintendent.

5. Every teacher desiring to leave the service of the District shall give three weeks' notice, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board shall forfeit whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause excepting sickness, in which case an allowance of twenty-five per cent. of the regular salary will be made for absences, not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

6. The special teachers in Music and Drawing shall visit regularly and impartially the several rooms in which they are expected to instruct; and the permanent teachers in those departments shall invariably be present to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7. Teachers shall take special care that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall permit no damage to the school property or buildings, and whenever it shall be done by accident or intention, they shall give prompt notice to the Secretary, who shall require the offender to make good the injury.

8. The teacher in each room shall keep an accurate register of the names, ages and residences of pupils, and the names of their respective parents or guardians.

9. Teachers shall prepare for inspection, during the first week of each term, time-tables indicating the daily exercises of the room.

10. Teachers in all rooms above the third grade shall send a weekly report to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11. Teachers shall investigate all cases of absence or tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of ten instances of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil may be transferred by the Superintendent to an ungraded school.

Pupils leaving school during a session shall be recorded the same as if tardy. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity.

Teachers shall record absence occasioned by sickness, until such absence shall amount to ten successive half-days, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. Pupils detained from school for the religious observance of Holy-days, will be excused by bringing written notice from their parents to that effect.

12. No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half-days from the time of withdrawal the whole number of half-days from the time of withdrawal and return shall be counted as absence.

13. Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. Corporal punishment shall be administered only in extreme cases, and not until the case has been reported to the Principal; and the teacher shall keep a record of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

14. Teachers may detain pupils an hour at the close of the afternoon session, and no longer and at no other time, for discipline, or to make up neglected lessons.

15. Teachers shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

16. Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17. Near the close of the Fall and Winter terms there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

18. The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19. The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

20. If the parent or guardian shall not provide the required text-books, the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21. Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal, out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22. Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23. At the close of each term, every teacher shall report to the Superintendent the names of such pupils as have been particularly distinguished for punctual attendance, good behavior or excellent scholarship.

XXI.

ADMISSION OF SCHOLARS.

1. The Public Schools are free to those children only whose parents or guardians reside in the District. When there are seats not required by children belonging in the District, pupils, not residents, may be received as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term, or balance of the term, on which the pupil proposes to enter; at the rate of forty dollars a year, or one dollar a week, in the High School; and twenty dollars a year, or fifty cents a week, in all schools below the High School.

2. No pupil shall be admitted without a ticket obtained from the Secretary, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

XXII.

DUTIES OF PUPILS.

1. Pupils shall be regular and punctual in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2. No scholar shall be allowed to enter or remain a member of any public school out of his or her own district, except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in case of removal from one district to another, to continue their children, till the end of the school year, in the school which they may have attended at the time of removal.

3. When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4. Pupils shall make up neglected lessons, unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5. Any pupil guilty of profanity, obscenity, truancy, or any violent or pointed opposition to authority, or of willfully cutting, defacing, marking, or otherwise injuring the school buildings, or other school property, or guilty of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.

6. No scholar shall be allowed to remain in any school-room during the noon recess, unless a teacher be present.

7. No pupil shall be allowed to be absent from school, during the regular sessions, to take Music, Dancing, or other lessons.

XXIII.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following course of discipline.

1. For the first offense, in addition to the ordinary school discipline, the name of the offender shall be given to the Secretary, whose duty it shall be to see the parents or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct, if persisted in. For a repeated offense the pupil shall be transferred by the Superintendent to the truant school.

2. Whenever a pupil is transferred to the truant school, notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and in case of non-attendance of such pupil, shall immediately notify the Secretary.

3. It shall be the duty of the Secretary, on receipt of such notice, to inquire into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4. No pupil thus transferred to the truant school shall be permitted to enter another school, except by recommendation of the teacher of the truant school and with the approval of the Superintendent.

XXIV.

ELECTION OF JANITORS.

Janitors shall be elected annually, at the last meeting of the Board, in the month of June, unless the election be deferred to a future meeting.

XXV.

DUTIES OF JANITORS.

1. It shall be the duty of janitors to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school room shall be vacated after 5 o'clock, whenever the duties of the janitor make it necessary.

2. To be present and open the gates twenty minutes before nine o'clock, A. M., and fifteen minutes before two o'clock, P. M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3. To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4. To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5. To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6. To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7. To wind up and regulate the clocks, and see that they are kept in proper order.

8. To sprinkle the yards and street in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9. To cut the grass and trim the shrubbery in the front yards.

10. To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

XXVI.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1. The school year shall begin during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually appoint.

2. The regular holidays shall be Thursday and Friday of Thanksgiving week, and the following Monday; Fast Day, the Fourth of July, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3. The regular school hours shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4. The morning session of the schools shall be opened with appropriate devotional exercises.

5. In case of a violent storm, the session may be prolonged to 1 o'clock; and notice thereof shall be sent to the Superintendent.

6. The public are invited to visit the schools; but teachers shall not deviate from their usual exercises, except by request of some member or officer of the Board.

7. No one shall be allowed to offer on the school premises anything for sale, examination, or exhibition; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature, except by consent of the Committee on Schools.

XXVII.

SYSTEM OF INSTRUCTION.

The Public Schools of the District includes the Hillhouse High School and the Common Schools. The Common Schools consist of graded Grammar and other Schools, Training Schools, Evening Schools, a German-English School and Ungraded Schools.

HILLHOUSE SCHOOL.

1. At the close of each school year pupils in the highest grade of the Grammar Schools, who pass the prescribed examination, are promoted to the Hillhouse School.

2. Examination for this promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of the School, under the direction of the Superintendent; the applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3. Instruction may be given in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4. The particular order and manner in which instruction shall be given in the branches taught in the High School shall be arranged by the Superintendent and Principal of the School, subject to the approval of the Committee on Schools.

5. Admission to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular classes.

Grammar Schools.—Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other schools in each sub district, with such exceptions as may be directed by the Board.

Training Schools.—The Schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.

German-English School.—Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.

Ungraded Schools.—Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the ungraded schools.

Evening Schools.—The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.

Course of Study.—The accompanying course of study is made obligatory by the Board upon all the graded schools.

236225
ANNUAL REPORT

OF THE

BOARD OF EDUCATION

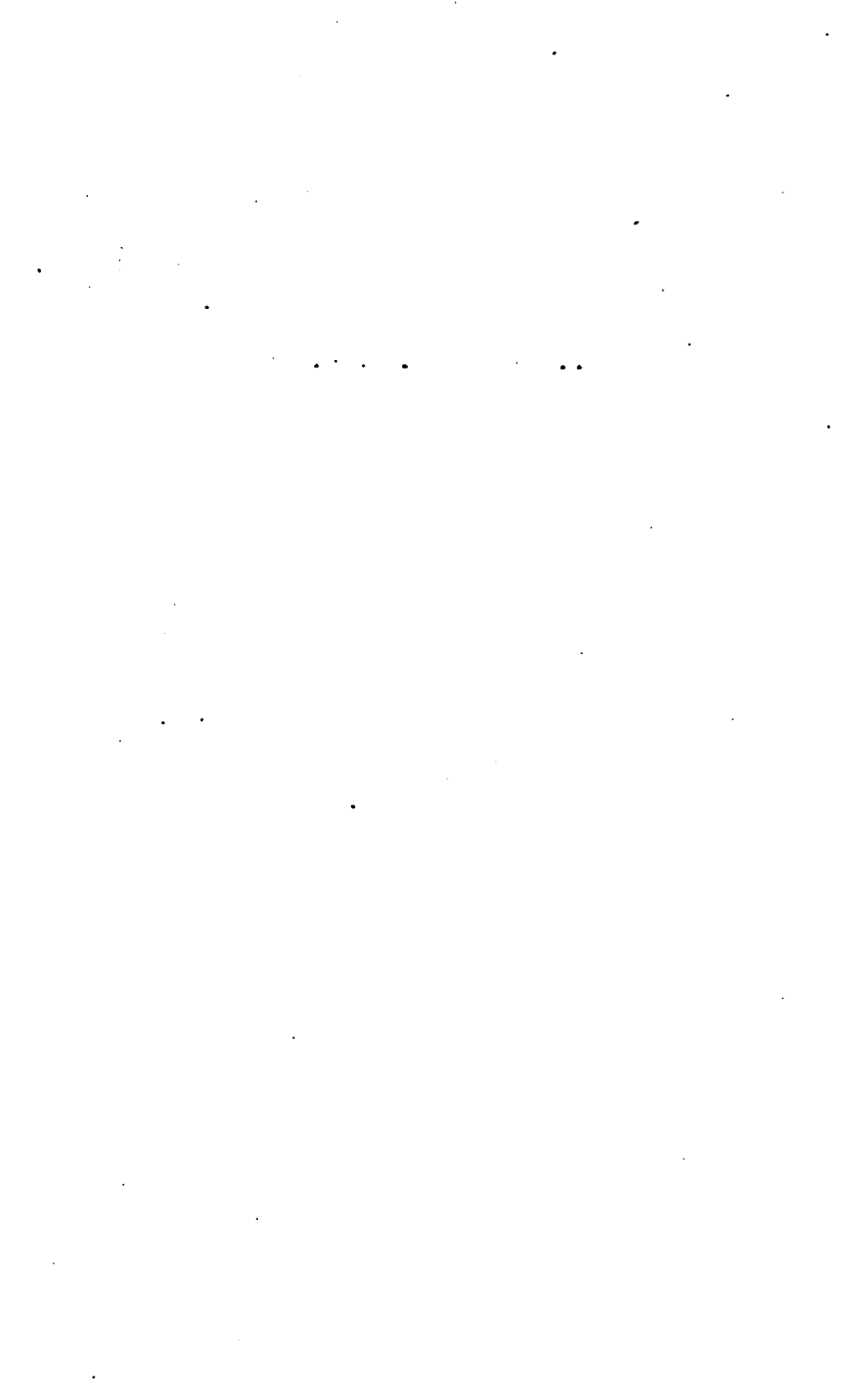
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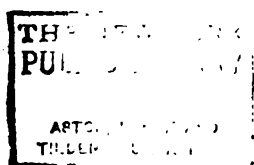
New Haven City School District,

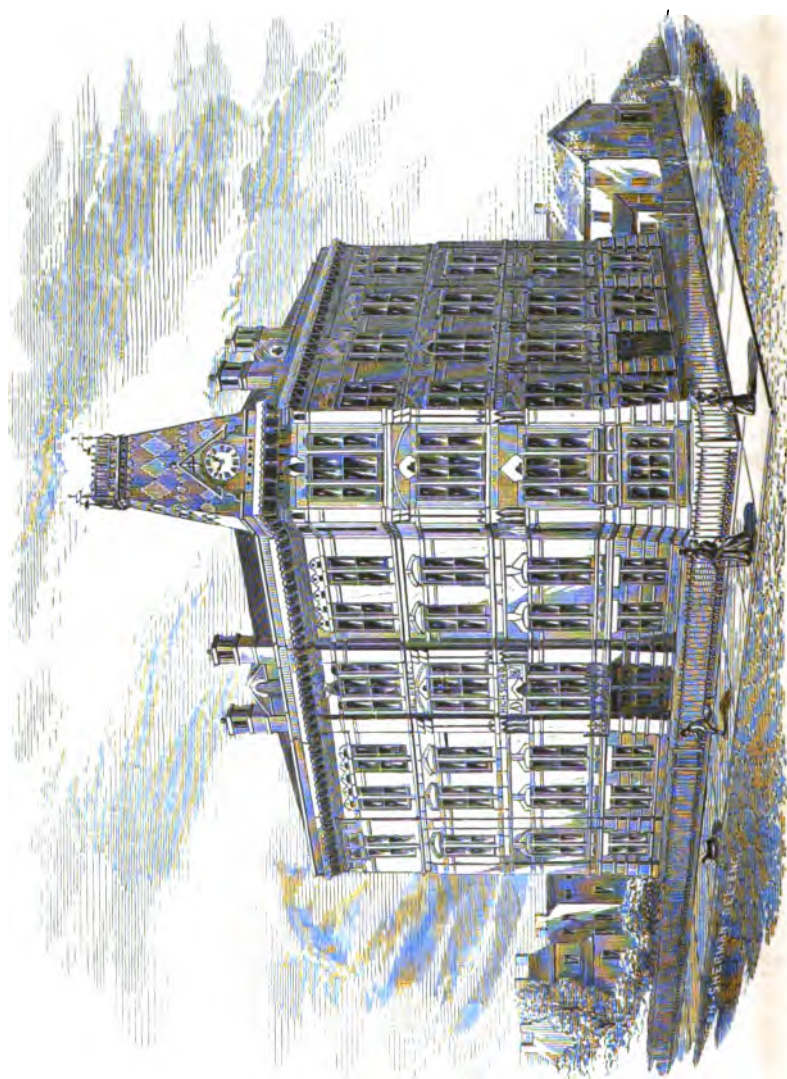
For the Year ending Aug. 31, 1874.



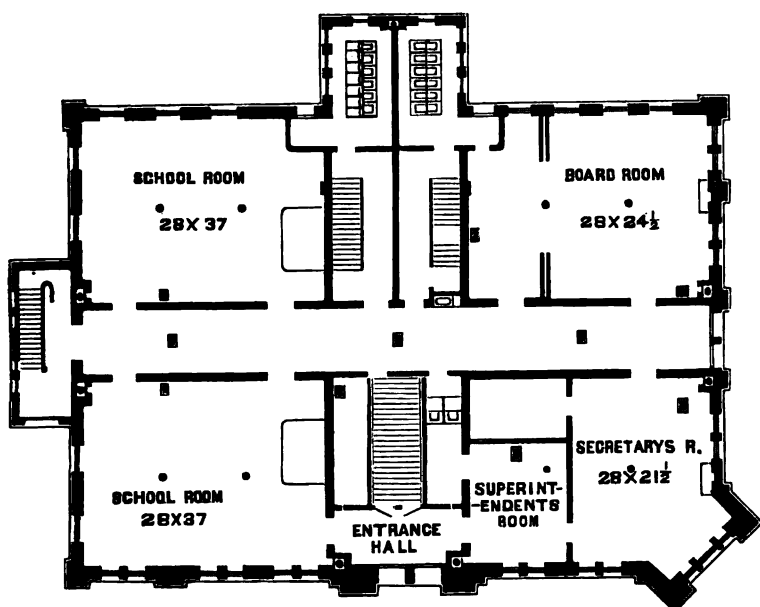
NEW HAVEN :
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1874.



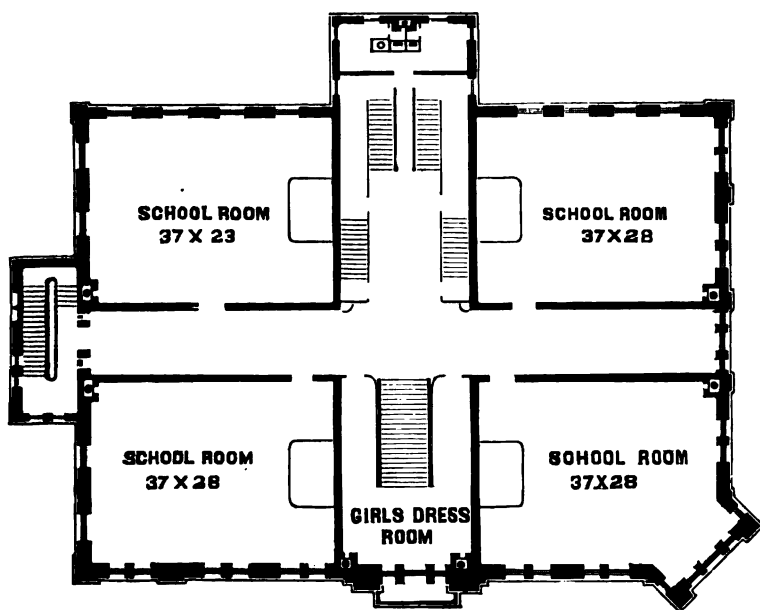




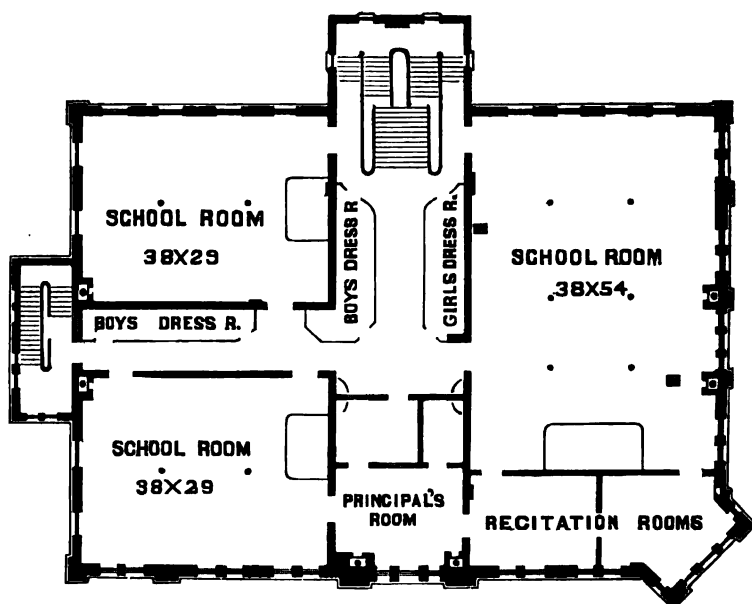
NEW HAVEN HIGH SCHOOL.



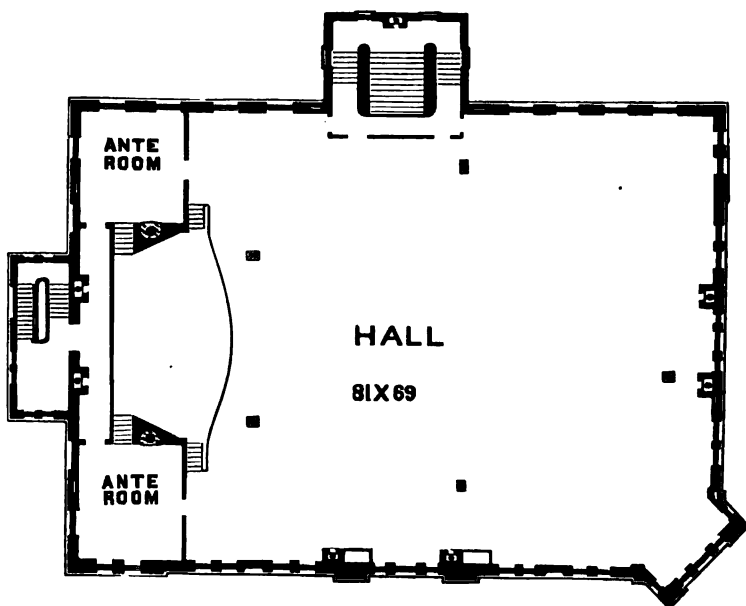
PLAN OF THE FIRST FLOOR.



SECOND FLOOR.



THIRD FLOOR.



FOURTH FLOOR.

ANNUAL REPORT
OF THE
BOARD OF EDUCATION

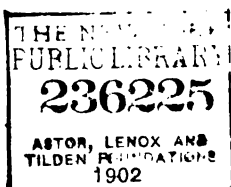
OF THE
New Haven City School District,

For the Year ending Aug. 31, 1874.



With Compliments of

A. Parish.



SCHOOL OFFICERS, 1873-4.

BOARD OF EDUCATION:

HARMANUS M. WELCH, PRESIDENT.

	Term expires.
HARMANUS M. WELCH, - - - - -	1874
MAIER ZUNDER, - - - - -	1874
SAMUEL E. MERWIN, JR., - - - - -	1874
AMOS F. BARNES, - - - - -	1875
CHARLES ATWATER, - - - - -	1875
SAMUEL HEMINGWAY, - - - - -	1875
JOHN E. EARLE, - - - - -	1876
WILLIAM C. ROBINSON, - - - - -	1876
NATHAN T. BUSHNELL, - - - - -	1876

COMMITTEE ON FINANCE.

CHARLES ATWATER, HARMANUS M. WELCH,
WILLIAM C. ROBINSON.

COMMITTEE ON SCHOOLS.

JOHN E. EARLE, SAMUEL E. MERWIN,
MAIER ZUNDER.

COMMITTEE ON SCHOOL BUILDINGS.

AMOS F. BARNES, SAMUEL HEMINGWAY,
NATHAN T. BUSHNELL.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

TREASURER,
HARMANUS M. WELCH.

COLLECTOR,
WALTER OSBORN.

AUDITORS,

JOHN W. MANSFIELD,

RICHARD F. LYON.

THE NEW YORK
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TILDEN FOUNDATIONS.

REPORT

OF THE

BOARD OF EDUCATION.

THE Board of Education respectfully calls the attention of the District to the Report of the Superintendent for full information respecting the progress of the Public Schools during the year and to the Report of the Committee on Finance for a detailed statement of the cost at which the annual school work has been done. So little has occurred during the year, outside of the usual routine of the schools, that a few brief references seem to include everything of general interest.

Condition of the Schools.—The general condition of the schools, both in respect to discipline and study, is unquestionably creditable to our teachers. The number of complaints from dissatisfied parents has been much smaller than could reasonably be expected. Absolute exemption from complaint in schools which number during the year nearly ten thousand children is simply impossible. When it is remembered that these Public Schools embrace the children both of very wealthy and very poor parents, who not unnaturally look at the education of their children in somewhat different lights, it is a matter of surprise that the general sentiment of the community is so nearly unanimous in its approval of the Public Schools. Part of this unanimity may possibly be due to the fact that successive Boards of Education have felt it to be their first duty, and the first duty of all in the service of the District,

to see that, whatever else is neglected, the common English branches, upon a competent knowledge of which much of the success of life depends, shall be taught at as early an age and in as thorough a manner as possible. Probably a majority of the children who attend our schools finish their education at fourteen years of age or even earlier, while large numbers of them, from the necessities of an impoverished home or the exactions of younger brothers and sisters, are found present in the school-room but a few months in each year. Yet it is evidently a deepening conviction with the very poorest among us, that to have their children grow up without the elementary knowledge which is indispensable to the intelligent exercise of the rights of a freeman or to the successful discharge of the duties of the head of a family, is a discredit and a disgrace.

Ungraded Schools.—As New Haven becomes more and more a manufacturing community, we add to our stable and permanent population a vagrant class who, saving nothing when work is plenty and prices remunerative, become dependent upon public or private charity the moment the factories diminish the hours of work and the numbers they employ.

It is chiefly this class of parents who make ungraded schools a necessity. The heedlessness and shiftlessness of their daily life extends to their children, and makes it almost impossible for the latter to become amenable to the rules and requirements of efficient public schools. Yet with scarce an exception these parents honestly desire an education for their children, only the desire is so feeble that it is useless to expect from them much beyond a passive acquiescence in what others may do for their children.

The number of ungraded schools in the city is now three: one in Whiting street, and one in Fair Haven for truant, vagrant, or ungovernable boys, each under the care of a competent male teacher; and one, with two able lady teachers, in Fair street, for girls and small boys who

are necessarily irregular in their attendance, or who need a special discipline for the amendment of their conduct. In addition to the unquestionable good done to the children themselves by their compulsory attendance at these truant schools, a large part of their value is found in deterring from truancy and other serious offences a considerable number who would become lawless except as they were restrained by their fears. It is gratifying to be able to say that a much more considerable portion of the boys sent to the truant schools have reformed than was anticipated when the schools were established. While truancy and street vagrancy have been largely diminished, there is reason to apprehend that children in considerable numbers are employed in factories and stores contrary to law. The condition of industry among us the past year has been such that many parents have been out of work, while their children were able to earn a pittance in such factories as were not affected by the general dullness of trade. It would have been cruel under such circumstances to enforce roughly or even rigorously the law for school attendance. The Secretary of the Board, after consulting with the very competent State agent, Hon. G. Potter, felt that a lenient interpretation of the law was demanded by the necessities of the case, and would be in accordance with the general sentiment of the community. With a return to better times, it would be a cruelty and a wrong to these hard-working children not to protect them in their right to a good elementary education, against either the avarice of the parent or the carelessness, or indifference, or greed of the employer.

It is proposed the coming January, when the school census is taken, to ask the coöperation of the several principals in ascertaining the statistics of each sub-district in respect to the children under 14 who are at work, the names of their employers, the length of time they have been out of school, and the extent of the education they have already received.

Goffe St. School.—Just after the breaking out of the late civil war, the liberality and noble philanthropy of

the late Miss Mary Hillhouse and her associates erected an expensive School-house on Goffe street for the benefit of the colored children of the city. The result of the war changed—and who will say unfairly or unjustly—the entire relation of the people of color to the State and to its other inhabitants. It made them citizens; it opened to them all offices of honor and emolument; it destroyed color. All were to be Americans alike. Whatever their descent, each was eligible to any of the State offices, from the lowest to the highest. By law, no discrimination could be made in the schools of Connecticut on account of race or color. The whole condition of things under which the colored school was built and confided to the wisdom of its able body of trustees had passed away. The school had been established for the especial elevation of the colored people of New Haven. After the loss of half a million lives, the law stepped in and virtually said there are no longer any colored people in the State. It seemed then, as it seems now, to the Board, that no course was left them except to get rid of the school as quickly as possible. At first the most advanced scholars were transferred to the Dwight School, while the younger children, so far as practicable, were removed to any other schools that might be nearer their homes. This left, at the close of the year, but a small number of regular pupils in the school. The Board, after full discussion of the subject, unanimously resolved to abandon the school at the end of the year just finished, and to provide for its few remaining scholars in strict accordance with the imperative law of the State.

West Street School.—The rapid growth of the extreme south-western part of the city made necessary the erection of a primary school house in that vicinity. A lot was purchased on West street fronting Adeline, and contracts for a building were awarded in July of last year to Mr. John Maher for the mason work and to Mr. R. Treat Merwin for the joiner work. The building was completed to the entire satisfaction of the Board and was

occupied for the first time January, 1874. The entire cost of the ground, building, furniture, heating apparatus, &c., was \$17,974.

Woolsey School.—The merging of the Fair Haven schools into the New Haven City District three years ago, made it necessary that a more adequate provision of school accommodations should be made for that part of the city. After more than mature deliberation, a lot was purchased on the corner of Woolsey and Poplar streets, 100 feet by 150, at a cost of \$5,000. A plan prepared by Mr. Russell, architect, was approved and contracts were awarded to Doyle & Townsend, masons, and to Mr. Wm. A. Lincoln, joiner. In December last the work was commenced, and, thanks to the energy of the contractors, the building with all its accessories was completed and ready for occupancy just as the vacation expired. The number of its seating is 624. The entire cost was \$44,000, all of which has been paid except a portion of the price of the heating apparatus, which is kept back until the Board are satisfied with its practical working. The name of Woolsey, given to the Fair Haven school house on Grand street when Fair Haven was incorporated into the city, has been transferred to the new school building, and the Board cherish the hope that the name of the street, the school house and the sub-district may help to make familiar to the minds of successive generations of pupils the value of the union of scholarly culture, independent convictions and broad views which led the Board to name the school after the honored ex-president of Yale College.

Financial Condition.—It is now twenty years since our system of graded schools was first inaugurated. During this entire time successive Boards of Education have been compelled annually to provide new school houses for the increasing numbers who wished to attend the public schools, and at the same time not increase the school tax beyond endurance. Even within the last six years the Board have been obliged to erect each year a school

house somewhere in the District. Washington, Edwards st., Oak st., Division st., the High School, West st. and Woolsey schools, have all been built within this time at an aggregate expense of more than a quarter of a million dollars. It may now be said for the first time that there is a seat somewhere for every child who wishes to attend the public schools. In accomplishing their double work of adequately sustaining the schools and at the same time providing for more seatings, successive Boards have reduced the district tax from 4 mills to $2\frac{1}{2}$ mills on the dollar. The Board congratulates the District upon now being out of debt, and they recommend that the tax to be laid for the next year be reduced to 2 mills on the dollar.

Tower Clock.—The architect's design for the High School building included a dial face in the tower. While a large number of students in Orange and contiguous streets were urging the Board to purchase a clock for the building, and the Board were feeling reluctant to incur the expense for an object not strictly a school necessity, Mayor Lewis suggested the transfer to the school of the City Hall clock, about to be superseded by another. The pleasant associations connected with this time-piece when in ecclesiastical keeping, and when the entire city relied upon the Centre Church for its time, made it desirable, if possible, to preserve the old clock. The Board are indebted to William Hillhouse, Esq., for superintending, gratuitously, the necessary repairs and changes in the mechanism of the clock to fit it for its new position, and they trust the old clock will regain in the Hillhouse High School the good repute it enjoyed before its removal to the City Hall.

In behalf of the Board,

HARMANUS M. WELCH,

President.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including the accounts of the Treasurer and the Secretary :

TREASURER'S ACCOUNT.

Balance forward from old account,	\$ 1,407.19
Walter Osborn, Collector of Taxes,.....	132,397.07
State appropriation for Library,	470.00
Town of New Haven,	54,607.32
State of Connecticut,.....	31,810.00
Income of Town Deposit Fund,.....	1,500.57
Temporary Loans,.....	45,000.00
Horace Day, sundry collections,.....	972.75
Total,.....	<u>\$268,164.90</u>

Paid School District Orders,	\$260,478.89
Balance to new account,.....	7,686.01
Total,.....	<u>\$268,164.90</u>

September 1, 1874.

NEW HAVEN, Sept. 2, 1874.

The undersigned has examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District, for the year ending September 1st, 1874, and finds the same correct, and a balance due the District at said date of \$7,686,01.

RICHARD F. LYON, *Auditor.*

SECRETARY'S ACCOUNT.

The expenditures for the year ending September 1, 1874, are as follows, viz :

Salaries of Teachers,.....	\$126,128.63	
" Janitors,	7,798.10	
" Officers,.....	5,750.00	
	<hr/>	\$139,676.73
Fuel,		5,438.33
Rent—Hamilton School,	\$1,500.00	
South St. School,	800.00	
Cherry St. School,	275.00	
Clinton Ave. School,.....	250.00	
	<hr/>	2,825.00
Printing—Annual Report, and Rules of the Board, ..	\$719.81	
High School Reports and other printing,....	102.50	
Papers for High School Examinations,.....	80.75	
Papers for High School Graduation,	61.50	
Registers,	66.14	
Report blanks to Superintendent,.....	42.00	
Advertising,	79.49	
Approbation Cards,.....	27.50	
Reward "	24.00	
Merit "	12.50	
Absence "	31.00	
Drawing "	5.00	
Superintendent's Circulars,.....	9.75	
Supply Orders,.....	26.35	
School Diaries,.....	73.00	
Time Tables and Bill Heads,.....	9.75	
All other printing,.....	13.25	
	<hr/>	1,384.29
Books, Philosophical and Chemical Apparatus, etc.,		
High School,.....	\$738.34	
Reference Books,.....	151.55	
School Books,.....	351.73	
Drawing Charts and Maps,.....	53.40	
	<hr/>	1,295.02
Stationery—Writing paper,	\$498.83	
Drawing paper,	187.50	
Lead pencils for drawing and writing,.....	118.25	
Slate " " " " "	38.00	
Sharpening pencils " " "	192.39	
Pens,	178.50	
Pen holders and pen racks,.....	28.00	
Ink,	75.38	
Ink Stands, ink wells and covers,.....	9.07	
Chalk crayons,.....	52.00	
Slates,.....	6.46	

Stationery—Envelopes,.....	\$11.28	
Blackboard rubbers and pointers,.....	71.21	
Blank Book Grand List,.....	19.00	
Letter Files and Binders,	6.00	
Blank Books and Stationery for Office,.....	4.75	
		\$1,496.62
Supplies for Janitors—Brooms,.....	\$19.97	
Floor Brushes,	98.49	
Feather and Counter Dusters,	84.55	
Mats and Matting,.....	24.00	
Shovels, Hods and Dust Pans,	19.88	
Baskets, Pails and Cups,.....	20.78	
Wheelbarrows, Ladders, Lawn Mower, etc.,...	29.80	
Bells,.....	5.00	
Hose, Hose Reels, and Watering,.....	64.50	
Thermometers,.....	5.00	
		371.97
Miscellaneous—Annual School Meeting,.....	\$ 129.36	
Enumerating Children,	381.72	
Assessors' Bill for making Grand List,.....	600.00	
Cleaning School-houses,.....	495.34	
Furniture and Repairs,.....	267.82	
Musical Instruments and Repairs,	68.75	
Clocks and Repairs,	36.75	
Gas for Evening School, Office, High School,	224.17	
Travel and Carriage Hire,.....	287.52	
Freight, Express, Carting and Errands,.....	27.50	
Postage,	6.60	
Insurance,	1,753.65	
Auditor,.....	5.00	
Blackboards,	35.60	
High School Diplomas,.....	13.00	
High School Graduation Exercises,	37.70	
		4,370.48
Repairs and Improvements—Repairs on all Furnaces and Stoves,.....	\$723.35	
High School,.....	248.34	
Webster "	105.02	
Eaton "	82.98	
Wooster "	235.70	
Dwight "	79.94	
Skinner "	215.41	
Wash'ton "	109.01	
Hamilton "	2.66	
Cedar St. "	841.50	
Dixwell "	62.78	
Goffe St. "	1.28	
Fair St. "	85.38	
South St. "	9.68	

Repairs—Division St. School,	\$64.44	
Carlisle St. "	15.74	
Oak St. "	16.94	
Whiting St. "	64.72	
City Point "	39.17	
Edwards St. "	21.43	
Grand St. "	37.83	
Clinton Ave. "	7.23	
Office,	1.10	
		<hr/>
		\$3,071.63
Ordinary expenses,	\$159,930.07	

EXTRAORDINARY EXPENSES.

Notes paid,	\$45,000.00	
Interest,	729.18	
West St., on Masons' Contract,	\$6,895.00	
Joiners' "	5,125.00	
Lightning Rod,	75.00	
Furniture,	917.02	
Concrete Walk,	140.87	
Grading, etc.,	28.50	
Iron Fence,	293.00	
Furnaces,	574.16	
Music Seats,	36.00	
		<hr/>
		14,084.55
City Assessments Pavement Wooster St.,	\$382.57	
" Orange St.,	520.74	
Sewer, State St.,	173.60	
" Fair St.,	83.13	
Improvement, Perkins St.,	15.80	
		<hr/>
		1,175.84
Woolsey School—Architect,	\$ 312.35	
Masons' Contract,	17,985.00	
Joiners' "	13,250.00	
On Steam Heater,	2,000.00	
Finishing Basement,	470.00	
Lightning Rod,	90.00	
Furniture,	3,074.82	
Joiners' Extras,	139.08	
Plumbing "	62.87	
Grading and Turfing,	78.00	
Concrete Walk,	361.05	
Curbing,	103.26	
		<hr/>
		37,926.43

High School—Turfing,.....	\$257.41
Roof and Cornice repairs,.....	500.00
Tower Clock,.....	146.95
Book Cases,	255.00
Painting Cornice, Fence, etc.,	116.65
Furniture for Cherry St. School,.....	163.04
Reporter High School Investigation,.....	50.00
	<u>\$1,489.05</u>
Extraordinary expenses,.....	\$100,405.05
Total expenses,	<u>\$260,335.12</u>
Ordinary expenses for the year ending Sept. 1, 1874,.....	\$159,930.07
“ “ “ “ “ Sept. 1, 1873,.....	145,100.31
Increase,	<u>\$14,829.76</u>
Extraordinary expenses for the year ending Sept. 1, 1874,.....	\$100,405.05
“ “ “ “ “ Sept. 1, 1873,.....	103,119.60
Decrease,.....	<u>\$2,714.55</u>

NEW HAVEN, Sept. 2, 1874.

The undersigned has examined the bills, accounts and vouchers of HORACE DAY, Secretary of the Board of Education of New Haven City School District, for the past year, and finds the same correct.

RICHARD F. LYON, *Auditor*.

The ordinary expenses of the School District, for the year commencing September 1, 1874, are estimated by the Committee on Finance as follows, viz :

Salaries of Teachers,.....	\$132,000.00
“ Officers,	5,850.00
“ Janitors,.....	8,000.00
Books, Stationery and Printing,.....	4,000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,.....	500.00
Rent of School-houses,.....	2,725.00
School Census and making Grand List,.....	1,000.00
Cleaning School-houses,.....	500.00
Fuel,.....	5,000.00
Repairs,.....	3,500.00
Furniture,	1,000.00
Insurance,	1,800.00
Contingencies,	1,000.00
	<u>\$166,875.00</u>

The following real estate owned by the District is either estimated at the original cost, or at a low valuation:

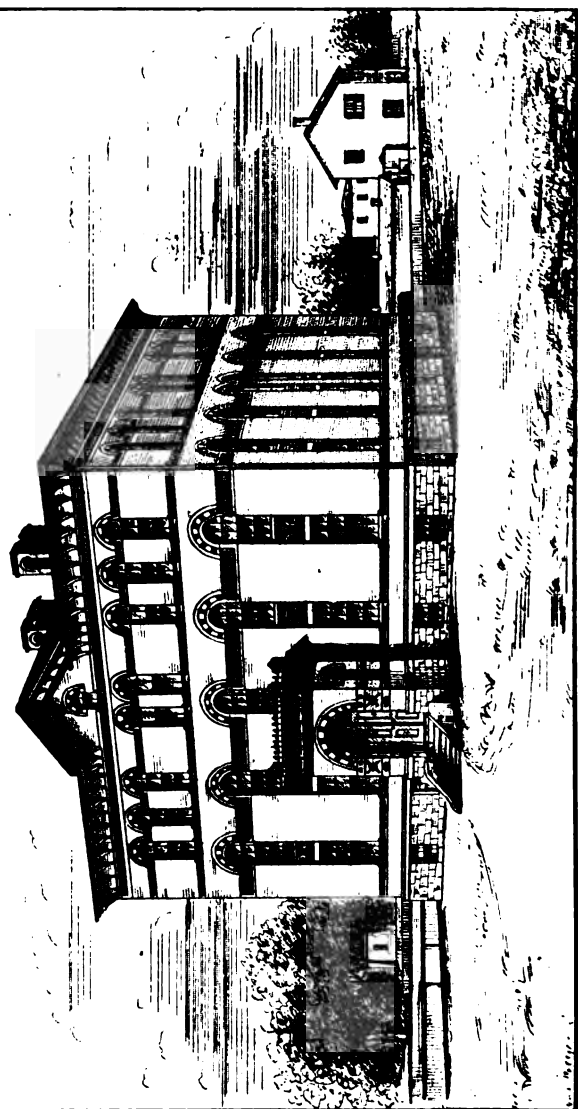
Webster School Lot and Building,	\$ 23,000.00
Eaton School Lot and Building,	32,000.00
Hillhouse High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,	8,500.00
Cedar Street School Lot and Building,	7,000.00
Whiting Street School Lot and Building,	2,000.00
City Point School Lot and Building,	800.00
Wooster School Lot and Building,	25,000.00
Fair Street School Lot and Building,	12,400.00
Skinner School Lot and Building,	44,000.00
Washington School Lot, Building and Furniture,	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,	1,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	22,300.00
Woolsey School Lot, Building and Furniture,	43,000.00
West School Lot, Building and Furniture,	18,200.00
	<hr/>
	\$493,400.00

The District is out of debt.

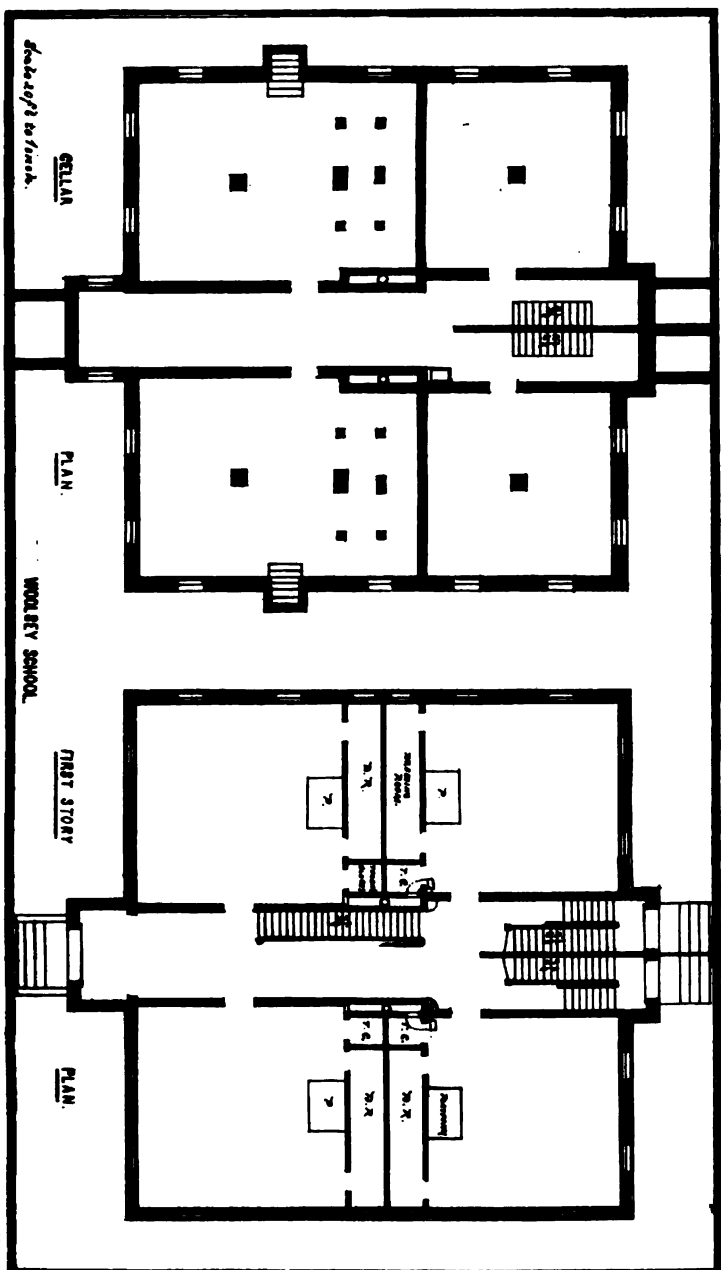
CHARLES ATWATER, *Chairman.*

NEW HAVEN, Sept. 1, 1874.





WOOLSEY SCHOOL
FAIR HAVEN



Sketch - 7/10/20

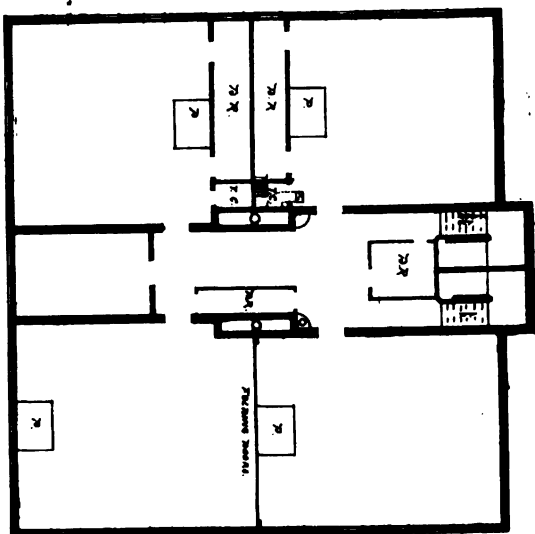
SECOND STORY



PLAN.

WOLFE SCHOOL.

THIRD STORY PLAN.



REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

—♦♦—

TO THE BOARD OF EDUCATION OF THE NEW HAVEN
CITY SCHOOL DISTRICT.

GENTLEMEN,—In the following tabulated statement I present a synopsis of results gathered from the weekly reports of teachers and other sources, which will give, at a glance, much desirable information relating to the operations of the schools, during the year just completed.

SUMMARY OF STATISTICS FOR 1873-74.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was.....	49,621
The ratio of the number of children between 4 and 16 years to the whole population of Fair Haven, was in 1870 as 1 : 4.032½ and of the rest of the city.....as 1 : 4.592½	
Supposing the ratios to be the same now, the present population of the city may be accurately estimated, thus :	
No. of children, $1,426 \times 4.032\frac{1}{2}$ = for Fair Haven,.....	5,750
" " $11,298 \times 4.592\frac{1}{2}$ = " rest of city,.....	51,882
Whole population of the city, January, 1874,.....	57,632
Increase since the census of 1870, in F. Haven, 5,750—3,992, 1,758	
" " " " " the rest of the city, 51,882—	
45,629,.....	6,253
Total increase of the whole city,.....	8,011
Assessed valuation of the real and personal property of the city and town, 1873, assessed at about two-thirds its true value, \$56,556,179	
The rate of taxation for all school purposes was .0025, or 2½ mills on a dollar,.....	.0025
For all city and town purposes 13½ mills,.....	.0135
Total rate of city taxation, 16 mills on a dollar,.....	.0160

The number of persons between the ages of 4 and 16 enumerated in January, 1874, was,.....	12,724
Increase over 1873,	460
Number of school-houses occupied and owned by the District, ..	19
Number of school-houses occupied and rented by the District, ..	7
Number of school-houses occupied—owned and rented by the District,	26
Number of school-rooms occupied,	159
Increase,	4
Number of sittings,	8,339
Increase,	188

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,	14
Increase,	0
Number of female teachers,	180
Increase,	5
Number of teachers employed in the day schools, including drawing and music teachers,	194
Increase,	5
Number of male teachers employed in the evening school for young men,	7
Number of teachers for young women, females,	3
Number of teachers employed in both evening schools,	10
Total number of teachers employed in day and evening schools,	204

NUMBER OF PUPILS.

Whole number of scholars registered (admitted) during the year,	9,835
Average number registered (belonging) during the year—	
Boys,	3,947
Girls,	3,585
Increase of Boys, 203; Girls, 121.	
Total increase,	324
Average No. in daily attendance,	7136.5
Increase,	286.7
Per cent. attendance of all the day schools, .....	.948
Decrease, .....	.002
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years), .....	.598
Increase, .....	.01
Ratio of the daily attendance to the number enumerated, .....	.561
Increase, .....	.003
Whole number of absences during the year,	157,141
Increase,	19,483
Average number of absences to a scholar, based on the number belonging,	20.8
Increase,	1.8

Average number of scholars absent each half day, in all the schools,	393
Increase,	49
Whole number of tardinesses during the year,	10,273
Increase,	816
Average number of tardinesses to a scholar, based on the number in daily attendance,	1.44
Increase, .....	.04
Number of cases of truancy,	973
Increase,	369
Number of scholars transferred to ungraded schools (in place of suspension formerly),	114
Decrease,	44
Number of half days perfect attendance, Boys,	22,115
Girls,	19,303
Decrease, Boys,	1,262
Girls,	2,410
Number of half days all present,	9,716
Decrease,	1,705
Average age of all the pupils,	9 y. 9½ mos.
Decrease,	1 mo.
Whole number of tardinesses of teachers, 1873-74,	1084
" " " 1872-73,	888
" " " 1871-72,	705
" " " 1870-71,	601
Number of teachers <i>not tardy</i> , 1873-74,	26
" " " 1872-73,	29
" " " 1871-72,	37
" " " 1870-71,	40
Decrease last year,	7
Number of tardinesses to a teacher, after deducting those not tardy during the year 1872-73,	5.5
Number to a teacher in 1871-72,	4.8
1870-71,	5.4
Whole number of absences of teachers in 1873-74,	1647
" " " 1872-73,	1657
" " " 1871-72,	1263
" " " 1870-71,	1258

REVIEW OF THE SUMMARY OF STATISTICS.

SCHOOL CENSUS.—The enumeration of children of legal school age, in January last, shows an increase over the previous year of four hundred and sixty (460). The following figures will indicate the local changes of population during the year.

The increase in the Washington District was.....	220
" " Woolsey " ".....	150
" " Wooster " ".....	92
" " Skinner " ".....	74
" " Eaton " ".....	14
" " Dwight " ".....	8
	558
The loss in the Webster District was.....	98
Total increase,.....	460

The following table shows the whole number enumerated in each sub-district, and the number of children at different ages between four and sixteen years.

DISTRICTS.	Totals 1874.	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	Totals 1873.
Webster,	2146	173	216	177	211	158	162	164	160	195	181	178	171	2244
Eaton,	1326	128	103	122	104	89	101	102	191	114	129	118	125	1312
Wooster,	1768	155	150	168	153	163	128	110	125	171	154	144	147	1676
Dwight,	2079	179	174	187	186	172	168	153	150	198	157	189	166	2071
Skinner,	1578	153	133	137	153	123	118	141	123	113	131	116	137	1504
Washington,	2401	222	239	231	233	212	171	181	182	193	179	180	178	2181
Woolsey,	1426	144	129	130	122	126	108	98	109	127	128	108	107	1275
Census Totals 1874,...	12724	1154	1144	1152	1162	1043	956	949	1040	1111	1059	1033	1031	
" " 1873,...		1056	1142	1140	1051	915	925	990	1015	1179	977	884	989	12263

SCHOOL ACCOMMODATIONS.—The only sections of the city where the accommodations have been insufficient for the number of children seeking admission, were in the Washington and Woolsey Districts. The substantial brick building on West street was completed and occupied at the opening of the winter term, in January last. It is designed for primary children, two stories high, with two rooms on each floor, and fifty-four seats in each; total number of seats, two hundred and sixteen. This house was filled at once, at the opening of the term, although in mid-winter. The pressure has been essentially relieved, however, with a few vacant seats remaining in the Cedar Street School. But the two rooms in the basement of the Washington School are still occupied and are full, to overflowing. These rooms were designed to be used temporarily, and only for an emergency. It was hoped that they

NOTE.—A slight change was made in the line separating the Eaton and Skinner Districts, throwing about twenty children, between William street and the railroad, from the Skinner into the Eaton District.

might be abandoned when the West street house should be opened. They cannot be sufficiently ventilated, the light is bad, access from them to the school-yard is very inconvenient, and neither teachers nor pupils should be required to remain in rooms so unfit for school purposes.

Another feature of the Washington School requires notice. Four of the rooms on the lower floor and one in the basement have sixty-four seats crowded into each of them. Primary children occupy them, varying in age from five to nine years. If any pupils require special, individual care and instruction, these primary children need it. Older scholars may with some propriety be gathered into large classes, because they can think, study and act for themselves. The little one that has been accustomed to have the almost undivided attention of the mother, watching its habits, providing suitable employment, experiences a strange transition in becoming one of a family of sixty-four children, to get only its small proportion of individual attention. Besides, it must not be forgotten that in accordance with our system of furnishing teachers for our schools, it is an unavoidable necessity that our young teachers, with the small experience they obtain in the Training School, must take charge of these primary rooms and incur a responsibility which old and tried teachers are reluctant to assume.

I do not object to the excess of numbers in this school alone, but in every case, wherever so many little ones are brought together, I would have the number reduced. It may require more school room, but it will do better justice to those whose future success in life depends so much upon a right beginning. In view of the facts which I have stated, it is manifest that more school room must be provided for the Washington District, in the near future.

In the Woolsey District abundant accommodations will be supplied by the beautiful edifice nearly completed. This building, with its twelve rooms, to be used as a Grammar and graded school, with the old building of eight rooms, for primary and intermediate pupils, will be ample for the wants of the district for a long time.

THE GOFFE STREET SCHOOL, in the winter of 1866, was reported as having a membership of two hundred and two pupils enrolled, with an average number registered of one hundred and fifty-six, and one hundred and twenty-eight in daily attendance. From that time to the present the numbers have steadily declined, and the last term closed with less than forty pupils, in average daily attendance, under the care of two teachers.

Some ten years ago a vigorous effort was made by a number of benevolent ladies and gentlemen to provide better facilities for education, in behalf of the colored children of the city, than they had hitherto enjoyed. In 1865 a commodious building had been erected, and a Board of Trustees was appointed to advise and make the best provision possible for the mental and moral improvement of this class. The coöperation of the Board of Education was secured, who accepted and provided for the school, as one of the public schools of the district. By the joint action of the Board and Trustees, in the summer of 1865, a gentleman was elected as Principal, with two lady assistants and a teacher of sewing, who entered upon their duties in the autumn following. All parties interested in its administration labored zealously to make this school equal in point of privileges and proficiency to any other of similar grade in the district.

But, during the next year or two, a strong desire was expressed by some parents to send their children to the other schools. This preference became more extensive and intense, until the law of 1870 was enacted, providing that "no person shall be denied admittance to and instruction in such" (public) "schools on account of race or color." Since the enactment of that law, the same rules have been adopted for the admission of both white and colored children into all the schools; yet a few still remain and the colored school spontaneously continues to exist.

By the force of circumstances beyond the control of any authorities, the original design of the parties interested in the enterprise for the improvement of the race having failed, it is obviously the duty of the Board to

consider at once what further provision shall be made for this school. The necessity for a separate organization of this class of children in our schools no longer exists.

ATTENDANCE.—The records of the schools show a slightly diminished per cent. of average attendance in comparison with the previous year. But 94.8 per cent. for daily attendance, based on the average number enrolled, should not be regarded as a serious degeneracy, nor a discreditable exhibit; since the record comprises all grades, even the ungraded and truant schools.

By comparing the summary of statistics in the appendix with last year's report, it appears that the High, two Grammar and eleven smaller schools made a gain over their attendance of 1873; and the loss which brings down the per cent. this year falls on five Grammar and five smaller schools. But the reason for this diminution of attendance is easily found. The mildness of the last winter, which contributed so much to enjoyment, was not conducive to good health, especially of children. I have never known such a depletion of school rooms, and so long continued, as occurred in the lower grades of many schools during the winter term. The epidemic came not in the usual form of diseases incident to children, but in a troublesome affection of the throat and chest, obstinate and difficult to cure. A loss of two-tenths of one per cent. on the year is certainly no more than should have been expected under the circumstances. The excess of absence in half-days over last year was 19,483, equivalent to forty-eight and a half school years.

If we compare the tardinesses of the two years past, it appears that thirteen schools show a better and eleven show a worse record than during the previous year. The increased per cent. of tardinesses is about twice as large as the increased per cent. of pupils, in daily attendance, over the preceding year. In this there is evidence of less interest and effort, on the part of teachers, to check the evil than heretofore; for the control of tardiness is, in a great degree, in the power of the teacher, and

a more perfect index of skill and personal influence in the discipline of the school can scarcely be named. Sickness is a justifiable excuse for absence ; but this is rarely offered for tardiness. The causes of tardiness are usually faults inherent in the scholar ; as, dilatory habits, disposition to yield to temptation, want of interest in school requirements, a disposition to evade duty, etc., which demand the best efforts of the teacher to counteract, as well to prevent evil influences in the school room as to avoid loss of time in late attendance. And the query naturally arises, whether the discipline and instruction can be thorough in that school where tardiness is easily tolerated by the teacher.

But what shall be said of the *teacher* who frequently or habitually violates the rule requiring punctual attendance ? With what grace can such teacher demand punctuality of the pupils ? Turn to the column of "tardinesses of teachers," in the tables of the appendix. Select those rooms against which the largest number of tardinesses is recorded against the teacher, and it will be found that in a majority of them those rooms show a per cent. of attendance of pupils below a medium of the school, and an average of that majority will be below the average of all the schools of the district ; a very natural result. "As is the teacher so is the school." If the rule adopted by some cities should be enforced here, making three tardinesses equivalent to an absence of a half-day, and a deduction of salary made for that time, the district would doubtless be a gainer, in the future, either in increased punctuality of teachers, or in a smaller amount of money to be disbursed.

TRANSFERRED SCHOLARS.—Pupils are "transferred" when for truancy, insubordination, or irregular attendance they receive a ticket of admission to an ungraded school, and are thereby dismissed from the graded school to which they belong. By reference to the Manual, chapter xx, it will be observed that great care is taken not to transfer a pupil without abundant cause. In the first place, in case

of insubordination, the teacher is expected to employ all her resources to control and reform the erring one; failing, she must refer the case to the Principal, whose duty requires him to accomplish, if possible, what the teacher has failed to do. In the meantime, the parent must be notified, and a mutual understanding of the case secured. The consequences of persistent insubordination must be clearly stated to both parent and pupil. If the transgression is flagrant, indicating a mischievous disposition which is likely to seriously interfere with the order and success of the school, the Principal reports the case to the Superintendent, who enters the name of the offender upon his record, and places the case in the hands of the Secretary, who confers with and notifies the parent of the danger of the pupil's transfer. Upon the occurrence of a second like offence and a report from the Principal, a ticket of transfer is sent to the parent. Cases of truancy are treated in like manner. Transfers are also made for ten absences and tardinesses without proper excuse, in accordance with the rule of the Board. But in all cases the teacher keeps the parent apprised of the increasing numbers of absences, etc., who is thus forewarned that a transfer is impending.

The design of all these cautions is to keep parents informed of the improper conduct of their children; to secure to the fullest possible extent a mutual understanding and coöperation between teachers and parents. Thus the teacher is shielded from unreasonable complaints and labors with greater efficiency, with the consciousness of the parents' sanction and support. The parent likewise gains an acquaintance with the teacher and soon learns how far to approve, or with what reason he can justly censure. Hence mutual interest and effort are secured, and the general welfare of the school is promoted.

The whole number of transfers made, during the year, to the three ungraded schools was one hundred and fourteen (114), against one hundred and fifty-eight (158) last year.

TRUANCY.—The number of cases which this report exhibits looks like an alarming increase over last year. It is indeed a sorrowful record, and needs careful consideration. Of the whole number in all the schools, nine hundred and seventy-three (973), two hundred and forty-five (245) were from the truant and ungraded schools themselves; a fact quite suggestive of weakness of control in them, that calls for a remedy. But, in the graded schools, the apparent increase may be accounted for, in part at least. (1.) The operation of the rule which requires the truant to be transferred for the second offense, instead of the first; thus doubling the number of truancies to cause a given number of transfers. (2.) The number of half-days of truancy is represented by the foregoing figures, and not the number of truants committing the offense. It sometimes happens that a boy will elude teachers, parents and the truant officer several days, before the case can be determined. Each half-day is recorded as a case of truancy. During the year greater care than formerly has been taken to record all cases thus repeated, which has doubtless increased the aggregate.

The laws of the State provide abundantly for truancy, and the rules of the Board are sufficiently explicit, admirably adapted to meet all emergencies in their general application. But the one defect goes far to nullify all their force. It is the lack of some provision by which truants from the truant school can be more effectually controlled. Many of the parents have no power to hold their boys under proper restraint. If they had, they would never have allowed them to pass from the graded to the truant school. The teachers in the former schools could not control them; much less has the teacher of the truant school power to do it; nor has the truant officer been able to prevent truancy in that school to any considerable extent, though his visits have been made daily. His power is limited. He may arraign, now and then, a transgressor before the City Court, but no conviction can be obtained, nor penalty be inflicted, until a third arrest. So, if boys are not arraigned until they have been many times truant, *i. e.*,

till they become habitual truants, and it is understood that the first and second arrests bring no penalty, evidently there is a large liberty left them to enjoy which they are not slow to improve.

But the influence of this freedom does not begin and end with the truant school. In all our graded schools the first truancy does not transfer the pupil to the truant school; but should transfer be his lot in consequence of a second offense, he goes with the knowledge that there will be two stages of aggravated truancy to enjoy, before he will be in danger of a sentence to the Reform School at Meriden. Can there be a doubt that a considerable portion of the thousand trancies of the past year were caused by this mild treatment of the truant?

There are, to-day, *forty boys* in the State Reform School from New Haven. Of these, *eighteen* were sent there since September 1, 1873, and of the latter number *eleven*, as reported by the Superintendent of the institution, were sent up for truancy. And yet this punishment is, apparently, a very feeble check upon truancy. I have stated the facts in relation to this evil, which is indeed much greater than appears upon its face, with the hope that it may receive special attention, and a more efficient provision may be made for its control.

DUTIES OF PRINCIPALS.—Three years have now elapsed since a radical change was made in the mode of administration of school duties by the Principals of the Grammar schools. Instead of confining the master of a school of six hundred pupils nearly all his time to the instruction of his highest class, consisting of some ten to twenty pupils, and the general supervision of his own school room, subject to frequent interruptions which often seriously diminished his own work in this limited sphere, his duties now bring him into immediate official relations with every teacher and every pupil placed under his supervision. Moreover, ample time is given for him to test thoroughly the methods and results of their work; to detect and correct errors; to suggest improvements,

impart instruction, and enforce a prompt and faithful observance of all ordinances of the Board and its officers. Nor is the opportunity for teaching classes diminished; on the contrary, it is immensely increased. Instead of a single class of a dozen or a score of pupils, the principal cannot do a better service than in frequently teaching classes in the presence of their teachers, showing both teacher and pupils model methods of imparting instruction.

In discipline, also, great gain is apparent. When, formerly, the teacher, shut up in her own room, could see the principal only at considerable intervals of time, nor send for him without feeling that it would seriously interrupt him in his duties to his own classes, she was compelled to act according to her own judgment in all emergencies. Now she can readily confer with him in difficult cases; and besides, every pupil feels a more direct, personal responsibility to the principal, in consequence of his frequent visitation, and yields more ready obedience to the teacher.

The progress of the classes in their studies is made more uniform, to correspond with the "course of study" required. By stated examinations, in addition to daily inspection, the principal is able to determine the degree of thoroughness of both teacher and pupil in their work. In short, the spirit and measure of effort in every room is more readily determined, and far greater unity and uniformity of action are secured than were possible by our former arrangement.

Whether, under this system, the success shall be partial or complete, will depend largely upon the administrative ability and fidelity of the principals. No two will perform their duties in precisely the same way, yet each may perform a good work. Which, on the whole, is preferable, must be determined by an ultimate comparison.

The principal, like the mainspring of a watch, must be the motive power of all the movements in the system which he controls. Neglect or remissness in him will reveal itself at all weak points, both in the work of

teachers and pupils. A programme of daily and term duties, well devised, steadily and energetically exacted, is essential to secure the best results. A thorough knowledge of everything taught by or required of his teachers is indispensable to the principal. Having him as an exemplar and guide, the teachers, as co-laborers, can hardly fail to catch his spirit and communicate the same to their pupils, which shall produce greater perfection in the working of our schools in every successive year.

INSTRUCTION.—The “Course of Study” remains essentially as heretofore. A few changes will be found in Music, Drawing and Arithmetic. The chief aim of the teachers has been to find the best methods of teaching the various branches required. No haste has been made to try hazardous experiments. In the main the instruction may be regarded as satisfactory; yet the margin for improvement is sufficiently wide. Of those to which I would particularly ask of teachers more careful attention is, first,

Penmanship.—No branch of study is better taught than this, by a few teachers; but a considerable number come far short of that degree of excellence which is demanded. There are several reasons for the failure:

1. The lack of qualifications to teach it. Few of our teachers fail to write a fair, legible hand. But to write what another can read, is one thing; to teach a pupil the principles of letters, their combinations and the connection of letters in the formation of words, is quite another. No one can teach it well without a thorough knowledge of those principles, obtained by careful analysis and study of proportions, with long-continued, patient practice in making the forms, both on the blackboard and on paper.

2. The teaching of penmanship is distasteful to many teachers. The reasons are obvious. They have never studied nor been taught this branch, as they have acquired other studies. It is a purely mechanical operation, and is exceptional in its character among all the branches taught. It must be taught in large classes, yet each pupil must have personal attention; therefore it is a laborious duty.

3. The time allotted to it in our schools is limited. Three lessons a week of thirty minutes each must be used very industriously to accomplish all that is desirable. I am glad to give large credit to many graduates of the High School for their beautiful penmanship and the promise they give that their skill shall be applied for more perfect instruction wherever they may teach.

Reading does not yet receive that careful attention which its relative importance demands. Many teachers *hear* their pupils read much, but *teach* them little. It is a very easy thing to sit, with book in hand, and hear the pupils of a class pronounce words; but the time thus spent is employed with little benefit to the scholars. The style of reading and the improvement the pupils will make in this art, depend almost wholly upon the standard which the teacher presents for their attainment. It is a great mistake to suppose that children will find out for themselves the elements which constitute good reading, before they form bad habits which cannot be easily eradicated. The teacher must take the lead, must teach by precept, but much more by example. A careful preparation for teaching a reading lesson is essential to a teacher's success.

I have alluded to penmanship and reading as needing particular care, on the part of teachers, because of their preëminent importance to all young persons entering on the practical duties of life. Deprive them of these and they are not only shut off from avenues to a thousand sources of pleasure and rational enjoyment, but are limited and crippled in their opportunities for useful employment both for themselves and the community in which they live. Make them intelligent readers and they have access to unlimited sources of knowledge drawn from the printed page, which puts them in possession of the wisdom of the past and enables them to keep themselves familiar with current events of the world.

Language.—The study of English Grammar is prescribed and required in the "Course" adopted by the Board; and is taught during the last two years of the

pupil's connection with the Grammar School. But, only those who complete their course in this grade and become qualified to enter the High School, gain sufficient knowledge of the subject to receive much benefit from it. Now, when we call to mind how small a number of pupils continue in school long enough to finish the studies of the Grammar School grade, it will be manifest that a very large proportion of the children in our schools never advance so far in their studies as to see the inside of a text-book on English Grammar. This may not be considered as a serious loss by those who regard the study as improperly included in the curriculum of school instruction. But whether well taught, or not taught at all, the argument for a full and thorough course of instruction in the use of the English language, both in speaking and writing, remains in unimpaired force. It is taught by the parent as the first lesson to the little child at the very dawn of its intellect. Its use once begun can never cease, but with life itself; it is the chief medium by which the individual holds his relation to friends and society, and is the chief bond of social union of the race. The value of language, whether for pleasure or utility, depends largely upon the perfection and facility with which it can be employed. No teaching from the very beginning is so important as the right use and culture of language, because it expresses thought, in every utterance; and so the cultivation of thought and its embodiment—words—should be inseparable. Hence, the culture of morals, intellect, character itself—is so intimately blended with the teaching of language, that there can be no severance of the latter from the others, without irreparable loss. Herein is seen the importance of the teacher's mission and indispensable need of high qualifications, since it is the teacher who must take up the work well begun by the wise and judicious parent, and carry it on, if not to perfection, in such a manner that the child shall receive an impulse to do it for himself. And this is the more urgent, because the child is self-taught in no other study as in this, and needs guidance lest he should fall into

errors that will mar his character and habits for life. And still more important is the teacher's work, if the parent by neglect or bad instruction has given the child a wrong direction at the outset; for here is error to be undone, before right impressions can be made.

I have said so much, to give a hint of the importance, rather the urgent necessity of imparting efficient instruction to the children in the use of language, from the day of their admission into school till they leave it for the duties of life. For present advantage, as a powerful aid in mastering every other study required; as a valuable preparation for the study of Grammar and the higher departments of language; as indispensable to the pupil to know how to continue to learn for himself, after leaving his teachers; and to obtain a just appreciation of the real worth of this medium of communication of thought, no pains nor any degree of carefulness can be too great, in teaching children *how to think* and *how to clothe their thoughts with appropriate language*.

Arithmetic receives its full share of attention; perhaps not too much. The methods of teaching, in some schools, show marked improvement. The ability of the pupil to state clearly the conditions and processes of a problem in language, is not less essential than to present the same in figures on the blackboard. Both may be required; but often the explanation may be so clear that the latter may be unnecessary. As an exercise of consecutive thinking and expression of thought, it is exceedingly valuable, apart from the arithmetical principles learned. A good description of the work proposed to be done is far better than an explanation of work done.

Geography has received increased attention, and no study has shown more satisfactory improvement in methods of teaching. Map-drawing combined with the topical method, or with a description of everything drawn accompanying the process, promises to furnish, during the coming year, a system by which much time can be saved, perplexing details avoided, and more permanent results secured.

VOCAL MUSIC.—This subject has received its usual thorough treatment by all the teachers, and has made satisfactory progress. I doubt if any city can show greater uniformity of proficiency and thoroughness of instruction in this branch, in all grades from the primary rooms to the High School; in all the small and suburban, as well as in the Grammar and High Schools. By reference to the time table in the appendix, p. 65, assigning Mr. Jepson's daily duties, it will be seen that he visits every school-room in the city once in two weeks, when he tests the progress made by the pupils and gives out the new lesson with instructions for practice in the interval. All the instruction in music in the High School is given by him. This school is divided into two sections, and two lessons a week, on Monday and Thursday, are given.

The following statements from Mr. Jepson will give a more particular account of what has been accomplished.

One of the most important steps in advance, during the year just closed, has been the improvisation of blackboard exercises by the regular teachers. The universal ability of the scholars to read music at sight (as far as they have progressed in the study) has made the writing of exercises by the teachers a necessity, and some teachers have become so proficient in this branch as to call forth favorable comments from strangers visiting the schools. A superintendent of schools from another city, speaking of a visit to the New Haven schools, in his report, recently published, says: "Many of the lady teachers whom we heard exhibited musical attainments and adapt-
edness to instruct of which many a professor of music might be proud."

The scholars themselves in every school improvise on the blackboard and sing at sight each other's exercises. Solo singing has also become universal in the schools, and hundreds of scholars are enabled to stand and sing at sight any exercise of their grade which may be placed upon the blackboard.

As an evidence of progress, it may be stated that last year, out of 8,800 scholars, only 271 were unable to sing the scale. This year, with an increased number of scholars, only 184 are unable to sing the scale, and of this number more than one-half are in the lowest grade.

The one thing needful to place our work beyond the reach of criticism, is an improved quality of *tone*. In a large majority of rooms the tone is just as fine as can be found elsewhere in the country, but this does not and ought not to satisfy. Unremitting effort has been made during the year to secure improvement in this direction, and it has not been in vain. Impurity of tone in singing was never less prevalent in the schools of New Haven than it is to-day.

The boisterous manner in which some teachers allow their scholars to sing at devotional exercises, is very reprehensible and cannot be too severely criticised. But the *principal cause* of harshness in singing is the habit which some teachers have of allowing their classes to pitch the exercises themselves. Scarcely less reprehensible is the habit which other teachers have of

pitching the key themselves without recourse to an instrument or pitch-pipe. The tendency to sing below the pitch is almost entirely done away with in those rooms which are provided with good instruments.

By reference to the table in the appendix, p. 67, the relative success of the different rooms is indicated by the marking, which expresses Mr. Jepson's judgment of what has been done by each teacher.

DRAWING.—This department has received a new impulse, from two causes, producing very gratifying results.

First. The employment of Prof. Bail's whole time in teaching and supervising the classes. Heretofore he had been required only to visit each room at the beginning of every term, occupying about fifteen minutes in directing the teacher what to do, and again near the end of the term, to ascertain what had been done. If a partial or total failure had taken place in the instruction of the teacher, there could be no remedy for the loss of a term's work. Only six such visits could be made during the year. As a consequence, and not unfrequently, both teachers and pupils appeared to feel little responsibility or ambition to excel.

Under the new arrangement Prof. Bail's whole time has been so apportioned as to give one visit every two weeks to each room, making twenty visits during the year. Thus he has been able to give personal instruction to the classes, likewise to the teachers when necessary, as well as careful directions for methods in teaching, for which he could hold both pupils and teachers responsible to do their work well.

Second. Outside of the regular drawing lessons each pupil has been required to prepare, every month, an original specimen of his own devising. It might be his own invention, the representation of an object, a copy of a picture, or a combination of them. Drawings have been thus prepared, monthly, and forwarded to the office of the Board, in all rooms where paper is used in drawing. A new interest has been awakened by this exercise, and exhibitions of skill and originality have exceeded all anticipations.

THE SCHOOLS.

THE HIGH SCHOOL has completed its second year since the present building was opened, and another class, having finished a four years' course of study, has passed from its walls. Miss L. F. Ingram, who entered the school as a teacher at the beginning of the year, resigned and left at the close of the Fall term. Miss E. Cooper, who has been connected with the school since September, 1872, resigned at the close of the Winter term. Miss A. S. Johnson, a graduate of the school, and Miss F. Haskell, are appointed to fill the vacancies.

During the year important additions have been made to the philosophical and chemical apparatus. In making the purchases, the aim has been to begin with a moderate expenditure for articles of a superior quality, so that with small additions, as needed, a valuable collection will in time be made.

A valuable reference library has been procured for the use of pupils in connection with their daily studies. The library for general reading is small; but as a beautiful book-case has recently been put in place, it may be regarded, perhaps, as suggestive of what is to come.

The instruction through the year has been quite satisfactory. The examinations have been so conducted as to thoroughly test the attainments of the pupils. In the appendix of this report, selections of questions used in the annual examination may be found reprinted, from which an idea of the work done in the school may be obtained.

The following table indicates the number of pupils belonging to the classes in the several studies.

Reading, -----	Whole sch.	Arithmetic, -----	124	Modern History, ----	48
Spelling, -----	"	Physiology, -----	71	Natural Philosophy, 27	
Penmanship, -	"	Botany, -----	130	Chemistry, -----	26
Drawing, -----	"	Book-keeping, ----	111	English Literature, --	42
Vocal Music, -	"	Latin, -----	80	Trigonometry, -----	8
Composition, -	"	German, -----	143	Astronomy, -----	25
History U. S., ----	124	Algebra, -----	108	Geology, -----	17
Geography, -----	124	Ancient History, ---	59	Geometry, -----	27
English Grammar, ---	124	Rhetoric, -----	88		

While intellectual culture is made a prominent object in the daily work of the school, it is gratifying to observe the progress made in the cultivation of a sense of moral obligation in the minds of the pupils. Do what is right; avoid what is wrong, without compulsion, is the spirit inculcated. The result is, a steady growth of a sense of honor, a more delicate sense of propriety, and a general improvement of manners. All the duties of the school are made to contribute to the cultivation of self-control, self-reliance and a disposition to consider and do what the present moment demands, in accordance with the general regulations of the school. Thus self-government is made a practical exercise, which relieves the teachers from the necessity of enforcing arbitrary rules. A most important element of education is thus combined with the ordinary instruction, by which these young people will be greatly aided in the performance of duties in all their social relations, in the great school of life.

At the close of the annual examination, the graduating exercises of the Senior class took place in the large assembly room of the High School, occupying the morning and evening of Thursday, April 16th. This is the fifth graduating class, since the adoption of a four years' course of studies. The following are the names of the graduates of 1874.

HORTENSE A. DARLING,	ANNIE E. HAYES,	GRACE W. PILLSBURY,
SALLY C. DAY,	ELLA F. HEALY,	FANNY L. RICE,
MARY FERGUSON,	BEZA T. HEALY,	HATTIE ROEMER,
MARTHA B. FIELDS,	GEORGIE S. JAMES,	CHARLES H. RUSSELL,
ROBERT J. GIBSON,*	EDWARD L. LINSLEY,*	HATTIE A. SPERRY,
WILLIAM W. GIBSON,*	JOHN F. LUBY,*	HATTIE R. TOWNSEND,
EDWARD GILLETTE,*	MAX MAILHOUSE,*	NETTIE A. SCRANTON.
FANNY E. HARRISON,	MAGGIE P. MOFFAT,	

The examination of candidates for admission to the High School began on Thursday, April 16th, at the rooms of the several Grammar Schools. The number of candidates received into the High School from this examination was 138. The number from each Grammar School was as follows :

* Entered Yale Scientific School.

Webster,.....	9	Wooster,.....	11	Skinner,.....	25
Eaton,.....	22	Dwight,.....	22	Washington,.....	29
		Woolsey,.....	20		

THE GRAMMAR SCHOOLS have done their work well, of which the best test is found in the preparation of scholars promoted to the High School, at the opening of the Summer term. The number sent was large, and the teachers of the High School speak of both scholarship and deportment of the pupils of the new class in terms of hearty commendation. The principals are all men of large experience, the value of which is greatly enhanced by their long and familiar acquaintance with the duties of the position which they hold. I have never known greater unanimity and more cordial coöperation in the performance of all requirements of the Board and its officers, than during the past year. The preparatory work of each teacher in fitting pupils to enter upon the studies of the next higher room, or grade, has received very careful attention from the principals; and the teachers themselves understand, better than formerly, the importance of so performing their duties that the work of each room shall be complete in itself. There is far greater unity of action now, from the primary to the highest room, resulting from the more frequent conference of the principal with all his teachers.

The discipline in all the schools has been generally satisfactory. The amount of corporal punishment has been greatly diminished from that of former years. But we have not yet reached that happy state of which Chicago boasts,—only a single corporal infliction during the year, in the whole city. And this the result of a voluntary effort of the teachers to see how far they could abstain from the use of the rod. Doubtless they have been far more successful than they would have been if an effort to the same end had been made under an ordinance of the Board of Education. Many of our teachers have, for years, given excellent specimens of government of their pupils, without resort to corporal punishment. May their number increase.

TRAINING SCHOOLS.—The frequent inquiries made about the method of conducting our Training Schools, and the misapprehension of their design which evidently exists, suggest the propriety of a brief explanation of their purpose, character and mode of management.

The primary object of these schools is, to prepare young ladies to fill vacancies occasioned by the withdrawal of teachers. The necessity of furnishing any considerable number of suitably qualified persons to fill vacancies, occurring with little or no premonition at any time during the year, not only imposed a heavy task upon the school officers, but exposed the schools to imminent danger of serious interruption or total failure, by unexpected changes of teachers. A supply of competent teachers from abroad would frequently be impracticable; the number at home, capable and willing to fill positions on emergencies, must necessarily be limited. Nevertheless, a supply equal to the demand must be provided.

The large number of young ladies connected with our High School, and other schools in the city, as pupils, suggested a source from which our wants might be supplied, provided they could receive proper instruction and obtain some experience before assuming responsible positions as teachers. The thorough drill they receive in the four years' High School course, in addition to their familiar acquaintance, as pupils, with the methods of teaching and conducting the schools of the lower grades, affords a most desirable preparation for the teacher's work. But they are young, and great caution is necessary in testing their capabilities and gradually placing upon them the responsible duties of the school. Herein is the special work of the Training School.

The Principal, or head of our Training School, is chosen on account of her special fitness for the position, which is determined by long and successful experience as a teacher in our schools. The school itself comprises the children of the district, or neighborhood in which it happens to be located, and the pupils do not differ essentially from those found in other schools, of the primary and

intermediate grades. The Principal has the general supervision, and is made responsible both for the instruction of the children and the preparation of the young teachers for their vocation. She prepares the programme of studies and directs the general movements of the school; assigns the duties of the teachers and places them in charge of the classes and rooms. Usually, two teachers are employed in the same room; one, having more experience, or greater capability, takes the duties of first, or principal teacher; the other acts as assistant, performing lighter duties and observing the methods of teaching and government. In due time the latter, by degrees, assuming more of the labor and responsibility of the room, becomes qualified to take the place of first teacher.

The Principal, passing from room to room, observes carefully the habits of the teachers, their methods of teaching and discipline; notes their faults and suggests corrections; presents the best methods of conducting classes and securing good order; and aims to inspire them with an earnest desire to attain the highest measure of success in their work.

It is no part of our plan to give instruction to the young teachers in studies which they may be required to teach. They are supposed to have received such an acquaintance with the branches to be taught, that only the best methods of presenting them will make study necessary on their part. But this becomes an indispensable part of their duty; and the very process of studying how to illustrate, how to enable the pupil to gain a clear idea of the thing to be learned, will be a most profitable method of self-improvement on the part of the teacher. They are expected, however, to read educational publications, and make themselves familiar with whatever information will enable them to become more intelligent teachers.

It is the practical work of the school-room which is to be learned,—how to control,—how to teach. Teaching is comparatively easy; government is the grand obstacle in way of most young teachers, the occasion of more failures.

in school administration than all other causes combined. The lesson of government once learned, the road to success is not difficult. It is in this that the Training School furnishes especially efficient aid. The task of controlling is easily graduated by the Principal to the strength and capability of the beginner, and may be increased to any degree of difficulty that would be likely to occur in any other school. The Principal stands by her, in her early experience, to direct, encourage and sustain her, until she has gathered confidence in herself, and becomes capable of devising "ways and means" for her own independent action. This secured, her task is nearly completed and her early promotion to an appointment is assured.

The Training School furnishes nearly all substitutes for teachers temporarily absent from the other schools. This is one reason for the employment of two teachers in a room. The more experienced one has an opportunity to test her efficiency in the place of a regular teacher; the other learns what is her strength or weakness, in taking a temporary charge of the room in which she is acquainted with the methods of teaching and discipline. Upon the removal of a teacher by appointment to another school, it is essential that her successor shall have some experience; and great advantage is gained both from the experience of the junior teacher and her acquaintance with the methods of performing the duties. Thus an uninterrupted system of management is preserved.

The query naturally arises whether the children in these schools are as thoroughly taught and as well disciplined, under teachers so young and subject to frequent changes, as in the other schools. The answer is found in the two facts, (1) that all classes in the Training Schools, as in the others, are required to be kept on the "grade" demanded by the "scheme of studies," in all the branches taught; (2) that upon promotion of pupils to the Grammar Schools, they almost invariably take their place in grades higher than those from which they were promoted. Many circumstances combine to secure good instruction.

1. The Principal of the school is made responsible for results. She is appointed to the position because of her former success and known capability as a teacher. It is her imperative duty to secure thorough instruction and efficient discipline.

2. The young teachers know that failure in their work implies loss of position; that their success and consequent promotion depend upon the faithful and skillful performance of their duties. In no other schools are there stronger incentives to effort.

3. Much assistance is rendered in these schools by the second teacher of each room, which can never be given by a single teacher. To many children a little personal assistance is exceedingly beneficial.

4. If want of experience is regarded as a defect, it should be remembered that the experience of the Principal, ever ready to be applied where it is needed, will go far to remedy any deficiency of subordinates.

A trial of this method of procuring teachers for our schools, lasting through a period of nearly seven years, has revealed no serious objections; on the contrary, it would be difficult to show how, by any other means less objectionable, the wants of our schools could have been so easily and so satisfactorily supplied.

Since the opening of the Fair Street Training School—January, 1867—under the charge of Miss Cornelia A. Walker, and the conversion of the old Washington School on Cedar street into a Training School,—September, 1869—in charge of Mr. Samuel C. Johnson, the whole number of young ladies received as members of both schools has been *one hundred and forty-three* (143). Of this number, *one hundred and ten* (110) have received appointments to positions in the public schools of New Haven. *Three* (3) are dead; *twenty-one* (21) are married; *seven* (7) withdrew before receiving appointments, and *twenty-three* are now teachers in the training schools.

It is an interesting fact to note, that of the whole number of female teachers in the public schools of the city, one hundred and ninety (190), elected by the Board for

the year commencing Sept. 1, 1874, *eighty-two* (82) have been members of the Training Schools, and nearly all were, within the past eight years, pupils in our schools. The aggregate of salaries that will be paid to these eighty-two young ladies, for their services as teachers, will be *forty thousand two hundred and fifty dollars* (\$40,250).

DIVISION STREET SCHOOL.—The average number of pupils belonging to this school, as reported in 1872, was 91; in 1873, was 145; in 1874, was 157; an increase of 58 per cent. in two years. Several causes have contributed to the rapid enlargement of this school.

1. The increased population, by the extension of manufacturing operations in that section of the city.

2. The opening of the beautiful new school building, which gave a perceptible impulse to the attendance.

3. But chiefly, the greatly improved management of the school under the teachers now in charge. Many pupils, unwilling to go to the old building, have returned to finish their course. The constant dissatisfaction expressed and the perpetual fault-finding of both parents and pupils have entirely ceased; and now, no section of the city expresses greater satisfaction with their school administration than the people and pupils of Newhallville. Great credit is due Miss Barber for the good influence she has exerted in the school.

GERMAN-ENGLISH SCHOOL.—This school came under the direction of the Board in 1870. The children are almost entirely of German parentage. Instruction is given in the German language one half of the day and in English the other. Pupils are not admitted to this school for the purpose of learning the German language, as many suppose, but in the language of the Board, "that admission to the school be limited to children whose knowledge of the English language is too imperfect to allow them to profit by the instruction of our other schools." When the pupils become sufficiently familiar with our language, they are transferred to other schools.

EVENING SCHOOLS.—The provision made by the Board of Education for the instruction of young men, during the long winter evenings, should no longer be regarded as an experiment. The interest of the pupils in their studies steadily increases, and their attendance becomes more regular each year. Every season reveals remarkable instances of improvement by individuals, who, from an entire inability to read and ignorance of figures, are able, at the close of the season, to read with considerable facility and to use numbers in business transactions with great advantage. To these young men who have failed to obtain an elementary education, either from their own neglect to improve opportunities offered, or from the misfortune of having no advantages for learning in early life, it is a great benefaction to have placed within their reach the means of recovering, in a degree, what would otherwise be an irretrievable and serious loss. Moreover, the increased business capability and intelligence of these individuals is no small gain to the whole community. And it is doubtful, perhaps, if any provision made by the Board for public instruction confers more direct and practical good than that which furnishes the means of improvement to the members of this Evening School.

The following statement from Mr. Holbrook, who has had charge of the school during the past two winters, will furnish some items of interest.

March, 1874.

MR. PARISH, Superintendent of Schools of New Haven :

Dear Sir—I give to you the reports of Evening School for the past winter, the number registered and the average attendance for each week.

I think you will see, from examining the reports, that the average attendance has been more regular than any previous winter. There has been a larger number of the older class of men, and the attention they have given in their studies has shown that they were interested in the work. There are several who were not absent more than two evenings, from the time they entered till they left the school ; and one, Nathan Spier, was present every evening till he left the city, a short time before the school closed. Among those who were very regular and faithful in their studies, I would mention especially, Patrick Carroll, Lewis Maynard, Henry Stadtwell, George Eckle, Michael McMahon, S. H. Newheim, A. J. Newman, Walter Stevens, Abraham Weil. Instruction in English was given to those Germans who wished it. The class who availed themselves of this were mostly men past twenty years of age, and there were no more regular or faithful scholars in the school than these.

Mr. Walradt had the advanced class in Arithmetic. Many of his class went through Eaton's Arithmetic. All in his room studied book-keeping, most of them in single entry ; but a few progressed so rapidly that he gave them instruction in double entry, also. He also gave his class oral instruction in English Grammar.

The other two rooms were divided, as usual, into two classes each. Three of the four classes studied Eaton's Common School Arithmetic. Nearly all of them went through Fractions, and many of them through Interest; so that they gained a good knowledge of the principles of Arithmetic.

The fourth class was composed of boys and some of those men who were more deficient. Several of them could not read, and among these were some cases of very marked progress. One, a laboring man, could only just read figures when he began, and when school closed he had gone well into Reduction.

You will see, from examining the reports, that in the early part of the winter there are more applications than there is room for, while as spring approaches the attendance is very much diminished.

I think that if the same amount of instruction now given, could be given for four evenings a week, during the time of full attendance, a larger number would be benefited.

Respectfully,

D. S. HOLBROOK.

The school was opened for the season Oct. 6, and continued through two terms; one of twelve weeks, which closed Dec. 23d; the second began Jan. 5th, and closed March 18th, eleven^t weeks. Only three evenings a week were occupied by this school, Thursday and Friday evenings being assigned to the school for young women. The number of applicants for admission was nearly five hundred, during the season. On account of the limited accommodations, those coming after the school was organized were received only as vacancies occurred by the withdrawal of pupils. Many gained admission late, and some not at all. If accommodations could be provided for larger numbers, many would attend, from October to January, who cannot give time to study afterwards.

The attendance has been more regular than during previous years, as will be seen by comparison with former records.

	In 1871.	1872.	1874.
The per cent. attendance was, 1st Term,-----	71½	74½	86
2d " -----	64	71½	80
Average per cent. through the winter,-----	67½	73	83

Av. No. Registered.					Av. Nightly Attendance.				
In 1871, 1st Term,	182	2d, 143	Both, 162½		1st Term, 130	2d, 92	Both, 111		
1872, " 184	" 117	" 150½			" 137	" 82	" 104½		
1874, " 170	" 146	" 158			" 146	" 98	" 122		

The figures show an increased nightly attendance, and the gain in regularity indicates an increase of interest in the studies, which was still more obvious to those who witnessed the devotion of the pupils to their work in the school.

The teachers, all connected with some department of Yale College, were D. S. Holbrook, having the general charge of the school, Henry Walratt, E. B. Kellogg, C. R. Wallace, ——— Lea, G. R. Kleiberger, John S. Seymour, to whose faithful and earnest devotion to the improvement of the young men is the success of the school chiefly due.

The Evening School for young women has not been so fully attended as during the previous season. While over one hundred names were enrolled, the average attendance, through the winter, did not exceed fifty. Yet the interest of those who did attend was very marked and satisfactory. Many of the young women came long distances, and in spite of storms and the severest cold weather, were rarely absent. Only ladies have been employed as teachers, and their work has been well and faithfully performed. But two evenings in a week, Thursday and Friday, could be allowed to this department. The expediency of continuing this school may be regarded as questionable, unless the attendance shall be materially increased.

FAIR STREET UNGRADED SCHOOL.—The original peculiar characteristic of this school has, in a large measure, disappeared. The children first gathered by a few benevolent ladies of our city, some fifteen years ago, little waifs floating around the head of the wharf, mostly clothed and partially fed as well as instructed by their kind benefactors, have long since passed on, and, after various modifications and improvements, the school takes a highly respectable position among the schools of the district. The children are all neatly clothed, respectful in their manners and not less ambitious to learn than the pupils of the graded schools, and on promotion they seldom fall below them in rank.

The same devoted teachers have followed the interests of the school from the beginning to the present time, and its success is chiefly due to their unremitted and faithful labors. The two rooms now occupied, in the upper part of the Fair street building, are very convenient and well supplied with modern furniture. Over one hundred

pupils have been registered and eighty-five have been in daily attendance through the year. Sewing is still taught one-half day in each week by ladies who volunteer their services to assist the teachers. The day of distribution of garments at Christmas, when the articles made during the year are given to the children, is anticipated with great delight.

Most of the pupils are voluntary attendants; but girls, who cannot be retained in the graded schools on account of irregular attendance, are sent to this school.

WHITING STREET UNGRADED SCHOOL.—This school consists mainly of boys sent from other schools for truancy and insubordinate conduct. The truant officers occasionally send in boys found vagrant on the streets, not connected with any school, without proper employment. The school has also, during the year, a number of boys who come in voluntarily, whenever they fail to obtain employment. These are usually well-behaved scholars, who appreciate the opportunity to study and improve their time faithfully. The whole number of boys received into the school during the year, as reported, is 105. The number in attendance varies from twenty-five to fifty; the larger number being present during the winter session. The per cent. of attendance has been very good through the year for a school of such a character. We are greatly indebted to the Chief of Police for more efficient aid from truant officers than heretofore. Officers Willoughby and Nichols have done excellent service in following up cases reported from the schools. Mr. Day, to whose oversight vagrant boys of school age were committed by the Board, with the coöperation of the truant officer, has kept the streets, wharves and "loafers' resorts" unusually free, and has exerted a favorable influence in visiting and advising with parents whose boys were in danger of being sent to the truant school. A much larger proportion of parents have sent their boys to the school than ever before, when "transfer tickets" have been forwarded to them. Parents now quite generally recognize the fact that the object of the Board is to coöperate with and aid them in

restraining their children when they begin to lose control over them. Many expressions of gratitude have been uttered on account of assistance rendered, especially by mothers whose daily employment prevents them from bestowing that attention upon their children which should secure proper training.

The new rules of the Board in relation to truancy, &c., (see Manual, ch. xxiv, appendix) have greatly increased the efficiency of management of this difficult department. Only one provision is now needed to make the system complete. While a remedy is provided for truancy from all the graded schools, the penalty for the same transgression in the ungraded ones is weak and uncertain in its application. The statute of the State authorizes the City Court to send boys to the State Reform School for aggravated cases of truancy. Various other penalties have been tried hitherto, such as sentencing the truant to feed the stone crusher at West Rock, to confinement in the jail and almshouse; but such punishments have been regarded as manifestly objectionable under existing circumstances, and abandoned. There are objections, also, to sending boys to the State institution designed for the improvement of youthful criminal offenders; and the infrequent application of this penalty indicates that it cannot be employed as a sufficient remedy. Until more effectual means are provided to prevent truancy in the ungraded schools, encouragement seems to be offered to a certain class of pupils in the graded schools to get transferred to the school where truancy may be practised almost with impunity.

A thorough investigation of the causes, outside of the school, which form the habits and character of many of these truant boys, would suggest the propriety of providing a place where a proper "home training" can be exercised over them, apart from street temptations and the demoralizing influences of evil associates. Such a provision may be feasible in connection with the new "Town Farm" arrangement, and careful consideration should be given to this subject.

CLINTON AVENUE UNGRADED SCHOOL.—This school has registered forty-four scholars, and had an average daily attendance of twenty-two. The value of this school has been much greater than its numbers would indicate. The dispositions and habits of most of the pupils were such that ordinary class instruction in a graded school would profit them very little; while their presence in such a school was sure to subvert order and hinder the progress of the classes. With such individual teaching as they could receive with such limited numbers, they have made commendable proficiency in their studies. The gain to the rooms from which most of them were removed can hardly be estimated.

Mr. Walbridge, who has been the teacher since the school was opened, resigned his position near the end of the winter term, and Mr. George H. Stebbins was appointed as his successor, and continued through the summer term. But, by the recent resignation of Mr. Stebbins, the vacancy is filled by the reappointment of Mr. Walbridge.

Mrs. Joanna W. Bradley, of the Dwight School, died Nov. 24th, 1873. At the opening of this new school in 1864, she began her duties as a teacher in the primary department. Through a period of nine years she took charge of the little ones, as they passed from the nursery into the new experience of that miniature world,—the school room. None of them could have left at home a more gentle, loving, sympathizing mother than they found in her at school. Her death has left some well nigh orphans. Her departure leaves a vacancy in the school and hearts of a large circle of friends, which cannot be easily filled.

The record of the year is finished; and I cannot help feeling that the progress made should satisfy all reasonable expectations. Imperfections incident to human efforts may have been detected; nevertheless, much vigorous thought and labor have been employed with an earnest desire to improve the schools and perfect the system. I desire to express my appreciation of the kindly coöperation of the Board and teachers of the schools, by which my efforts have been rendered more efficient.

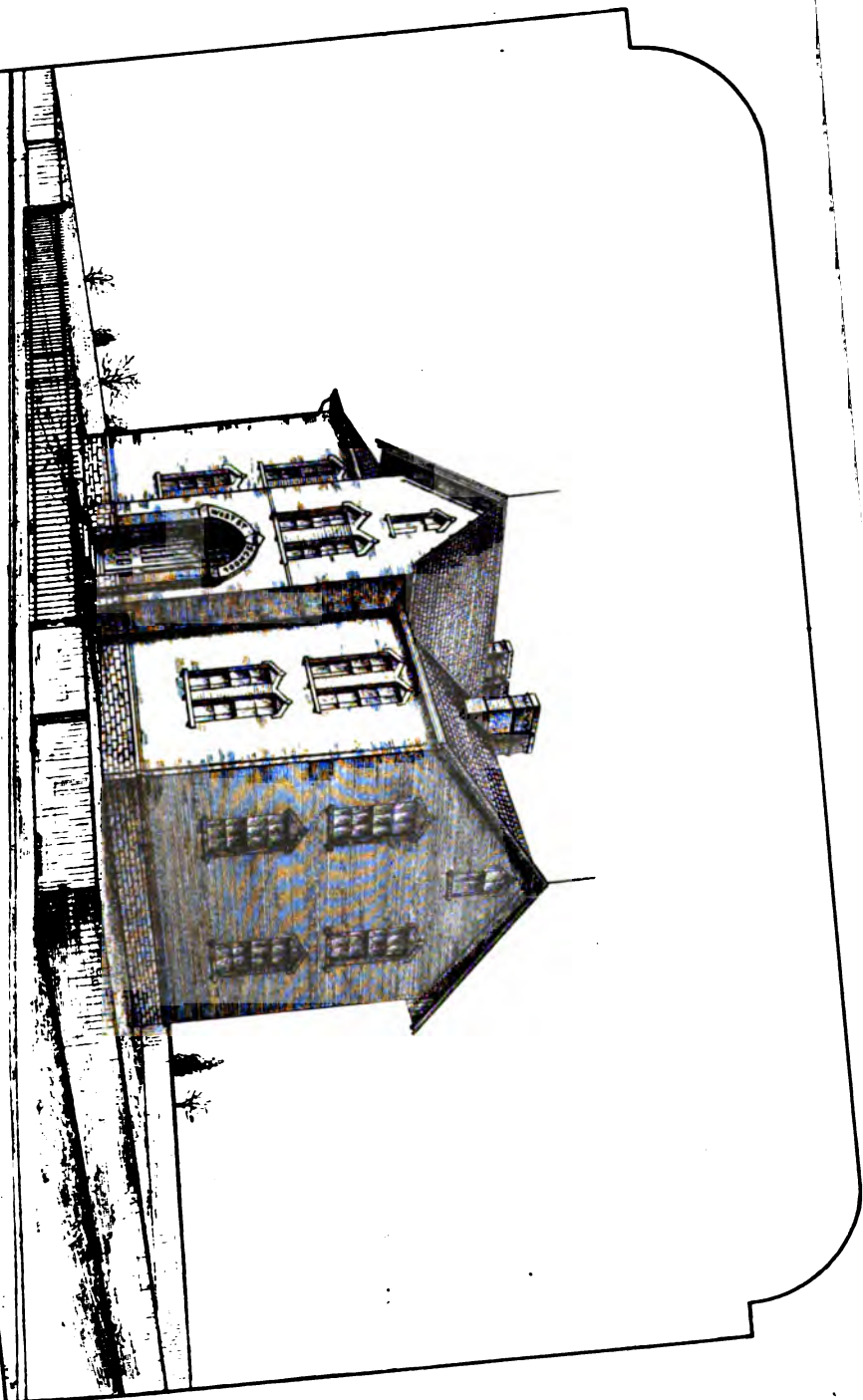
Respectfully submitted,

A. PARISH, *Sup't of Schools.*

NEW HAVEN, August 31, 1874.



OAK STREET SCHOOL.





APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the re-organization of its studies:

I. The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, Grades IX, X, XI, XII.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third is optional. The optional studies are in italics.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, &c.

Correspondence.—A variety of topics connected with the details of business will be given the pupil, designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place at the High School during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission :

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with "French's Common School" to chapter X, and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Mitchell's Intermediate Geography is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States through the Revolutionary War is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

Since the occupation of the new Hillhouse High School edifice, Sept. 2nd, 1872, a fifth class has been added, of which the studies will, at present, be essentially the same as those pursued by the first class in the Grammar Schools. This, however, is only a temporary arrangement, made necessary by the transfer of a large number of pupils from the Grammar Schools to the High School. Whenever the fifth class and all candidates for admission to the High School shall be prepared to enter the fourth class, on examination for admission, the fifth class will be dispensed with, and all pupils of the High School will be comprised in the four regular classes, except such as may, for satisfactory reasons, be included in the special class.

NEW HAVEN PUBLIC HIGH SCHOOL.

EXAMINATION OF CANDIDATES,

APRIL, 1874.

RULES FOR THE EXAMINATION.

1. The scholar must *not* write his *name* on any of his examination papers.
2. Each scholar must write, at the *head of every sheet* containing answers to the questions, the following:
 - (1.) The *examination number* to be used instead of the scholar's name. *Do not forget this direction.*
 - (2.) The date of the examination.
3. The work may be prepared upon separate paper, or slate, and afterwards copied upon the examination paper; but no time will be given for copying after the expiration of the time allowed for the exercise.
4. The *questions* are *not to be copied*. The *answer* must be *numbered* to correspond with the *number* of the *question*. Leave a *blue line* between the last answer and the one before it.
5. The general appearance of the paper with reference to neatness, spelling and penmanship will be taken into account. The writing should be kept within the marginal lines.
6. When you cannot give an *answer*, write the *number* of the *question*, and write against it—"cannot answer."
7. The *solution* of each problem must be copied *in full*, so that the *process* may be examined as well as the answer.
8. Pupils must not have any written or printed matter, except the questions, within their reach during the time of examination.
9. *No inquiries* by the *scholars*, nor *explanations* by *teachers*, relating to the *questions* or *work* of the examination, are allowed during the time assigned to each subject.
10. After the questions have been distributed, pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being liable to undergo a subsequent examination.
11. *All communication* between pupils during the examination is strictly forbidden.
12. The examination will close punctually at the expiration of *three* hours from its commencement; but any who choose to do so can hand in their papers after *two* hours.
13. Any evasion or violation of the above rules will subject the pupil offending to another examination, or dismissal from the class.

TO THE PRINCIPALS.

1. Give out the *rules for the examination*, and require the pupils to read them *with care*, before the examination begins.
2. Give out the cards on which pupils must fill the blanks *accurately* before the beginning of the examination. Return the cards filled, at the end of the first day's examination, with the first set of answers.
3. All the *printed questions* and the *answers* written by the scholars must be collected *promptly* by the *teachers*, at the end of the time allowed for the exercise, and *forwarded, without delay, carefully enveloped*, to the office of the Board of Education, addressed to the Superintendent of Schools.

ARITHMETIC.

CANDIDATES FOR THE HIGH SCHOOL, FIFTH CLASS.

April, 1874.

Time allowed, 3 hours, on each of the following papers.

1. What is the simple value of a figure? What the local value?
2. From 500,321 subtract 322,429, and explain the method of subtracting each figure of the subtrahend from the corresponding figure of the minuend.
3. Multiply 47^3 by two hundred and five millionths, and divide the product by the decimal, four hundred and three ten thousandths.*
4. Write the decimal, sixty-three million three hundred fifty-four thousand eight hundred seventy-seven billionths.
5. Define the three measures of extension.
6. A dealer in real estate owns 5 rectangular lots of land of one acre each; and the fronts of their lots, or their widths on the street, are 2 rd., 4 rd., 5 rd., 8 rd., and 10 rd. What are their respective depths?
7. Reduce .003125 lb. Troy to the decimal of a grain.
8. How many minutes in the three spring months of a common year?
9. How many rolls of wall paper, 20 in. wide and 9 yd. long, will be required to paper the walls of a room 14 by 16 ft. and 9 ft. high, no allowance being made for openings in the walls?
10. What is the least common multiple of the 9 digits?
11. A cake of ice $1\frac{1}{4}$ ft. thick floats with $\frac{1}{10}$ ft. of thickness above the water. What thickness of ice is under water?
12. A man having a lot containing $\frac{1}{8}$ A. of land, sold from it $\frac{1}{8}$ A. to one man, and $\frac{1}{4}$ A. to another. How much land had he left?
13. The product of three factors is $19\frac{1}{2}$, and two of them are $1\frac{1}{2}$ and $2\frac{1}{2}$. What is the other?
14. *Analyze*, i. e., state the process by which you obtain the answer to the following:
If 20 men can do a piece of work in 12 days, how many days will it take 15 men to do $3\frac{1}{2}$ times as much work?
15. What must be the width of a bin 9 ft. long and $5\frac{1}{2}$ ft. high, to contain $1\frac{1}{2}$ times as much as a bin $8 \times 5 \times 6$ ft.?
16. An auctioneer sold a lot of crockery for \$416 and received \$18.72 commission. What % were his fees for collecting?
17. A merchant sells sugar at \$.15 per pound, that cost him \$.12 $\frac{1}{2}$. What % does he gain?
18. Which is greater, the interest or the discount of \$1,712 for 1 year, at 7 %, and how much?
19. A merchant took up a note for \$843, Oct. 31, 1869, that was dated May 29, 1867. What interest had accrued?
20. A real estate agent receives \$35 for selling a farm, his rates of commission being 1 % from the buyer and $1\frac{1}{2}$ % from the seller. What was the price obtained for the farm?

* An error in placing the decimal point will entirely destroy the value of the work.

ENGLISH GRAMMAR.

1. Write the names of all the parts of speech.
2. Tell what is the gender of each of the following words, and state why:—
Father, parent, sister, Julius, Julia, house, she, nephew, friend, it.
3. How do you know when a pronoun is of the first person; second person; third person?
4. State which form of tense is used in each of the following: 1. He strikes.
2. He does strike. 3. He is striking. 4. He is struck. 5. He striketh.
5. What are the principal parts of a verb?
Give the principal parts of the verbs: 1. Go. 2. Do. 3. Write. 4. Expect. 5. Lay (to place).
6. What is a synopsis of a verb?
Give the synopsis of the verb write, with / through the Indicative mood.
7. Compare the adjectives: 1. Good. 2. Bad. 3. Little. 4. Graceful.
5. Ill.
8. Write the feminine gender of the following words: 1. Man. 2. Nephew.
3. Uncle. 4. Lion. 5. Duke. 6. Son. 7. Master. 8. Mister. 9. He. 10. King.
9. Write the plural number of the following: 1. Sofa. 2. Two. 3. Chimney. 4. Hero. 5. Folio. 6. Motto. 7. Piano. 8. German. 9. Man. 10. Half.
10. In the following sentences, tell what word is used incorrectly, and state what rule of syntax is violated:
 - a. William and me have learned the lesson.
 - b. I bought a new pair of shoes.
 - c. Let him send you and I.
 - d. I do not know who she went with.
 - e. Where is your slate and pencil?
11. Analyze the following sentence:
They who are set to rule over others, must be just. 20 credits.
12. Parse the words in the sentence given for analysis. 20 credits.
13. Write to a friend a letter, containing not less than twelve lines, and describing imaginary plans for spending vacation. Credits will be given for grammatical construction, proper arrangement of date, address, &c.; also, for capital letters and punctuation. 10 credits.

GEOGRAPHY.

1. What motion of the earth causes day and night? What motion causes the seasons of the year?
2. What is the axis of the earth? What are the extremities of the axis called?
3. At 12 o'clock, noon, at Washington, D. C., what time of the day is it at Duluth, on Lake Superior (distance 15°)? What time at Culiacan, Mexico (30°)? What time at London, Eng. (77°)?

4. How can you determine from the map whether the surface of a country is high or low, and in what direction it slopes?

5. What number of degrees in width is the north Temperate zone? What circles bound it?

6. Name the States, in their order, bordering upon or touching the Atlantic Ocean, from the river St. Croix to Cape Sable.

7. Mention ten principal rivers emptying into the Atlantic Ocean, and name the State from which each one empties.

8. Draw an outline map of North America, in such proportions that a line drawn from New York City to San Francisco shall be four inches in length. Let the *top* of the map be near the top of the sheet of paper.

9. Draw the bounding lines of the different countries on the same paper.

10. Draw, in their relative positions, *three* large lakes in British America, and *four* lakes through which the bounding line passes between the United States and Canada.

11. Draw the following rivers: 1. St. Lawrence, 2. Susquehanna, 3. Mississippi, 4. Missouri, 5. Ohio, 6. Arkansas, 7. Colorado (in California), 8. Saskatchewan, 9. Mackenzie and 10. Columbia rivers.

12. Locate the following cities on your map:—1. Montreal, 2. New York City, 3. Detroit, 4. Washington, 5. Cincinnati, 6. Cairo, 7. St. Louis, 8. San Francisco, 9. Little Rock and 10. Salt Lake City.

13. Indicate the following mountains:—1. Alleghany, 2. Rocky, 3. Cascade, 4. Sierra Madre, and 5. Sierra Nevada ranges.

Locate the peaks:—1. Mt. St. Elias, 2. Mt. Brown, 3. Pike's, 4. Mt. Hooker, 5. Mt. Fairweather.

14. Draw an outline map of Connecticut, making the northern boundary *five* inches long. Locate the rivers:—1. Connecticut, 2. Housatonic, 3. Naugatuck, 4. Farmington, 5. Thames.

Also the cities, 1. New Haven, 2. Hartford, 3. Middletown, 4. Norwich, 5. Bridgeport.

15. Name all the bodies of water a vessel would pass through in sailing from Liverpool to Constantinople.

16. Name the countries in order which lie on the left, and border on the waters passed through in making the voyage from Liverpool to Constantinople.

17. Mention: 1. five seas, 2. three gulfs, 3. two lakes bordering upon or within the largest country in Europe.

18. What and where are the following:—1. Mecca, 2. Ochotsk, 3. Jerusalem, 4. Ceylon, 5. Aral, 6. Tasmania, 7. Liberia, 8. Fezzan, 9. Santiago, 10. Katahdin.

19. What is the form of government, and what is the title of the chief magistrate or ruler of the following countries:—1. United States, 2. Great Britain, 3. Russia, 4. Switzerland, 5. Turkey.

20. Name a country representing each of the following states of society:—1. Savage, 2. Barbarous, 3. Half civilized, 4. Civilized, 5. Enlightened.

NOTE.—Make the figures 1, 2, 3, &c., near the rivers on your map, and write the names of the same rivers on the lower part of the page on which your map is drawn, and place before each name the figure given to it on the map. Do the same with lakes, cities, mountains, &c

HISTORY OF THE UNITED STATES.

1. What prompted Columbus to undertake a voyage of discovery? Whose assistance did he seek?
2. Give an account of Ponce de Leon's two voyages; state the *object* he sought and the *result* of each voyage.
3. Describe the conquest of Mexico.
4. Describe the conquest of Florida.
5. State what Sir Walter Raleigh attempted. What results?
6. Give five *dates* (years only) between 1492 and 1607, and state what event happened in each year.
7. How did Virginia obtain its name? What was its original extent?
8. Give an account of the settlement of Jamestown.
9. Describe Bacon's Rebellion; what its cause and result.
10. Give an account of the settlement of the Plymouth Colony.
11. What three colonies were established in Connecticut, and in what parts of the present territory of the State?
12. State what Roger Williams had to do with the settlement of Rhode Island.
13. Give an account of Henry Hudson's third voyage to America, and results.
14. Give five dates (years only) between 1607 and 1754, and name some event connected with each year.
15. Describe the expedition against Fort DuQuesne.
16. Give an account of Wolfe's expedition against Quebec.
17. On what ground did the British Ministry claim the right to tax the American Colonies?
18. Name five prominent American officers who participated in the Revolutionary War.
19. Mention five most important battles of the Revolution; name the place where each battle was fought; give the name of the commanding officer on each side.
20. Write five dates, after 1750, to which you can attach some event of the year named.

ANNUAL EXAMINATION.
HILLHOUSE HIGH SCHOOL.

April, 1874.

FOURTH CLASS.

BOOK-KEEPING.

Write Journal, Ledger and Trial Balance from the following transactions.

In the Ledger, allow eight lines for cash, merchandise and balance, and six lines for all other accounts.

New Haven, May 1, 1874.—George Greenleaf and Edward Cramer are partners in the Produce and Commission business. The style of the firm is Greenleaf and Cramer. Gains and losses to be equal.

George Greenleaf invests Cash \$12,000.

Edward Cramer invests Cash \$10,000, Merchandise as per Inventory, \$2,000.

2. Received from C. H. Blakeslee, Chicago, to be sold on his account and risk, 100 bbls. New Mess Pork. Paid freight and drayage on the same, Cash \$247.50.

4. Sold to H. W. Asher, on his note at 30 days, 75 bbls. St. Louis Extra Flour at \$14, \$1050; 25 do. State Superfine Flour at \$9, \$225; total, \$1275.

6. Sold for cash, from Blakeslee's Sales, 75 bbls. Pork, at \$20, \$1500.

9. Bought of A. Barnes, on our acceptance, at 30 days, 400 bush. Timothy Seed, at \$3, \$1200.

10. Sold from Blakeslee's Sales, to A. W. Smith, on account, 25 bbls. Pork, at \$21, \$525.

11. Closed Blakeslee's Sales and rendered an Account Sales of same. Our charges not posted are Storage and Insurance, \$19.78; Commission, \$50.62; C. H. Blakeslee's Net Proceeds ———; Total Debit to Sales ———.

12. Paid our acceptance, favor A. Barnes, due June 11, for \$1200. Discount off 30 days, \$7. Cash paid, \$1193.

14. Accepted C. H. Blakeslee's draft on us, at 10 days, favor of N. D. Hosley, \$1707.10.

24. Paid cash for our acceptance favor of N. D. Hosley, due this day, for \$1707.10.

25. Resources not shown on the Ledger:

Merchandise, \$775.50.

Bills Receivable, \$1275.00.

PHYSIOLOGY.

1. State the uses of the bones.

How does the composition of the bones vary at different periods of life?

Do the bones grow, and how is a broken bone repaired?

2. Name two kinds of muscles and give examples of each.

State general effects of exercise.

Effects of exercise upon the muscles themselves.

Give the relation between waste and repair in youth, in middle life, in old age.

3. Upon what fluid do all the tissues of the body depend for their nourishment?

Name the circulatory organs.

Compare arteries and veins.

Trace the course of the blood in its circulation.

4. Describe the cerebrum and give its functions.

Define cranial nerves, spinal nerves, the sympathetic system of nerves.

Explain "long sight," "short sight," "old sight."

5. Why do we crave variety in our food?

What method should be observed in boiling meat? Why?

Where is ventilation necessary? Why?

Why should we sit and walk erect?

BOTANY.

1. Name the parts of the flower and give the office of each.

What relations do the floral organs bear to other vegetable organs?

State the difference between the flower of Exogens and that of Endogens.

How are flowerless plants propagated?

2. Give in classified order the forms of pericarp, with an example of each.

Define a *berry*. Does this term include the blackberry, strawberry and huckleberry?

Compare a follicle and a legume.

3. Is the beginning of individual plant life in the germinating seed or in the opening flower? If a ripe seed be examined, what is found within and what are the offices of its parts? What is germination? Conditions requisite for germination.

4. Draw a simple feather-veined leaf; a compound feather-veined leaf; a simple radiate-veined leaf; a compound radiate-veined leaf.

Draw and label six varieties of leaf apex.

Give reasons for rotation of crops in agriculture.

State the effect of growing plants upon the atmosphere.

5. State to what natural order each of the following plants belongs, and name as many other plants as you can in the same order:—*dandelion, quince, buttercup, scarlet sage, tulip*.

THIRD CLASS.

ANCIENT HISTORY.

1. Name Greek writers of history, and state of what they wrote.

What treatment did Miltiades receive from his countrymen? Had he just reason to complain of it?

2. What was the Ostracism? Name individuals who suffered from it. Give the particulars of the last case of ostracism in Athens.

Of what was Socrates accused, and what was his fate?

3. State honorable and dishonorable acts in the career of Alcibiades.

What was the policy of Pericles in the opening of the Peloponnesian War?

Give the date and describe the events of the first two years of the Peloponnesian War.

4. State the circumstances when the cackling of geese saved Rome.

Who formed the First Triumvirate, and how was their union brought about?

5. State briefly what has rendered the following names famous in history—Sardis, Cheops, Delphi, Lycurgus, Bucephalus, Tarpeia.

LATIN.

1. Give the rule for the Subjunctive of Condition; of Concession; of Cause or Reason; of Time.

2. Translate—

Ei legationi Ariovistus respondit: Si quid ipsi a Cæsar *opus* esset, sese ad eum *venturum fuisse*; si quid ille se *velit*, illum ad se *venire* oportere.

Who was Ariovistus? When did he use the words given above?

Parse *opus*. Where is *venturum fuisse* found? Why is *ille* used? On what does *venire* depend? Give the rule.

3. In the preceding—

Of what form is the first conditional portion? Why? How has the verb in conclusion been changed in passing into the indirect discourse.

The second conditional portion is of what form? In what mood would *velit* be found in the direct discourse?

4. Translate—

Lacedæmonii, *Philippo* minitante per literas, se omnia *quæ* conarentur *prohibiturum*, quaesiverunt, num se *esset* etiam mori *prohibiturus*.

Syntax of italicized words. Give the infinitives of *prohibeo*.

5. Translate—

Hac re audita, barbarus, *nihil* doli subesse credens, postridie alienissimo sibi loco, contra opportunissimo *hostibus*, *adeo* angusto mari conflixit, ut ejus multitudo navium explicari non potuerit.

Syntax of *nihil*; *hostibus*; *adeo*. How is the clause, *nihil doli subesse*, used?

6. Describe the divisions of Gallia. Where were the Helvetii? Sequani? Aedui?

Give an account of the Boii.

7. Describe the battles fought during the Helvetian war.

8. Translate—

Sed eo deceptum, quod neque commissum a se intelligeret, quare timeret, neque sive causa timendum putaret.

Give a synopsis of *intelligere*, first person, plural number. Give rules for the subjunctives. What must be supplied with *commissum*? Why have these parts been omitted? Parse *timendum*.

9. Give five English derivatives from some Latin word.

How was the night divided by the Romans? How many men in a *decuria*? *centuria*? *cohort*? *legio*? How many and what legions did Cæsar have?

10. Give some account of the life of Cæsar.

ALGEBRA.

I. Remove the parentheses from the following expression and reduce the result :

$$x^2 - \{5mc^2 - [x^2 - (3c - 3mc^2) + 3c - (x^2 - 2mc^2 - c)]\}.$$

Factor $x^2 + 20x + 19$.

Form the equation whose roots are $\frac{7}{12}$ and $-\frac{5}{42}$.

II. Reduce $\frac{x^{\frac{1}{2}+1}y^{\frac{1}{2}+2}z^{\frac{1}{2}}}{x^{\frac{1}{2}+1}y^{\frac{1}{2}+2}z^{\frac{1}{2}}}$ to lowest terms and express the result in the form of an entire quantity.

III. Multiply $\frac{x^{\frac{3}{2}} - 2x^{\frac{1}{2}} + 1}{y^{\frac{1}{2}} - y^{\frac{1}{2}} + y^{\frac{1}{2}} + 1}$ by $\frac{x^{\frac{1}{2}} - 1}{y^{\frac{1}{2}} - 1}$.

What is the reciprocal of $\frac{2a^m - 3b}{a^{m-2}b^{m-2}c}$?

Write the result with only positive exponents.

IV. Expand $(x-y)^{-4}$, writing five terms of the series, and express the result with and without positive exponents. State the law which governs the coefficients.

V. Expand $(2a-3x^2)^4$ by French's theorem, writing, in full, the work for obtaining coefficients.

VI. An engraving, whose length was twice its breadth, was mounted on Bristol board, so as to have a margin 3 inches wide and equal in area to the engraving, lacking 36 inches. Find the width of the engraving.

VII. Given $\sqrt{\frac{n^2}{x^2} + m^2} - \sqrt{\frac{n^2}{x^2} - m^2} = m$ to find the values of x .

VIII. From the equations $\begin{cases} x^2 + xy = 12 \\ xy - 2y^2 = 1 \end{cases}$ find the values of x and y .

IX. Find the sum of n terms of the progression 1, 3, 5, 7,

Suppose a body to move eternally in this manner, viz., 20 miles the first minute, 19 miles the second minute, $18\frac{1}{2}$ the third, and so on in geometrical progression. What is the utmost distance it can reach?

X. Find three numbers in geometrical progression whose sum shall be 52, and the sum of the extremes to the square of the mean as 10 to 36.

RHETORIC.

1. Give a summary of facts concerning the Elements of the English Language.

2. From what language are the words in the following extract derived?

"It was the latter part of a calm, sultry day, that we floated gently with the tide between those stern mountains,—the Highlands of the Hudson. There was that perfect quiet that prevails over nature in the languor of summer heat."

3. Give Campbell's Law for Usage as a standard in the choice of words.

Define and criticise the following words: *alibi, enthused, pureness, nom-de-plume, sheddaddle.*

Distinguish between *ancient, antiquated, antique; absolve, exonerate, acquit; artificer, artisan, artist.*

4. Criticise and correct the following sentences:—I am entirely determined under any circumstances to make the journey unless it rains.

The Patterson people think that it is the Associated Press telegrams from that city that it has no police force, that is bringing them so many burglars and robbers from the large cities.

Mr. Greeley denied that he had ever used profane language in an interview which a certain newspaper reporter had put into his mouth.

Novels, as a class, are injurious to young people. They destroy the taste for more solid reading. They cultivate the emotions to an undue extent. They convey false impressions of life.

They expect the overthrow of all the old traditions of a race whose religions, customs, laws, run from time immemorial in the twinkling of an eye.

5. Define *Antithesis, Hyperbole, Irony, Metonymy*. Illustrate each by an example.

Point out the figures in the following and give criticisms:—

"Peace to Torquato's injured shade! 'twas his
In life and death to be the mark where Wrong
Aimed with her poisoned arrows; but to miss.
Oh victor unsurpassed in modern song!"

"Shall we who struck the Lion down, shall we
Pay the Wolf homage?"

The apple of discord is now fairly in our midst, and, if not nipped in the bud, it will burst forth in a conflagration which will deluge the sea of politics with an earthquake of heresies.

GERMAN.

1. Name the eleven simple inseparable prefixes of verbs. Give the principal parts, and the complete synopsis in the second person, singular number, of *ausgeben*. What peculiarity is there in the conjugation of neuter verbs? Define a reflexive.

Translate—I recollect his name.

Inflect in the present and imperfect, indicative, *gelingen*.

Translate—Next year, I shall go to Europe.

Rule for government of year.

2. Translate—

I told him that I *would have* a house built. I, *who* love study, will learn *everything possible*. He told me he *had* written the letter. The child *should have gone*, had I been there.

Rules for the peculiarities of emphasized words.

3. Yesterday at two o'clock, I gave you a book in the street. I did not send the package to him to-day, but I will send it to you to-morrow.

Translate the preceding sentences, and apply the rules for construction to each element.

4. Translate—

Milton, being asked by a friend whether he would instruct his daughters in the different languages, replied: "No, sir, one tongue is sufficient for a woman."

5. Translate—

Wohl hat sie Recht, die euch so tief verbirgt!
Aufstehen würde England's ganze Jugend,
Rein Schwert in seiner Scheide müßig bleiben,
Und die Empörung mit gigantischem Haupt
Durch diese Friedensinsel schreiten, sähe
Der Dritte seine Königin!

Parse the emphasized words.

6. Translate—

Elisabeth. Ihr kennt die Welt nicht, Ritter. Was man scheint,
Hat je d e r m a n n zum Richter, was man ist, hat keinen.
Von meinem Rechte, überzeug' ich niemand,
So muß ich Sorge tragen, daß mein Antheil
An ihrem Tod in ew'gem Zweifel bleibe.
Bei solchen Thaten doppelter G e s t a l t
Gibt's keinen Schutz, als in der Dunkelheit.
Der schlimmste Schritt ist, d e n man eingesteht,
W a s man nicht aufgibt, hat man nie verloren.

Parse the emphasized words.

7. Write the poem „Gefunden.“

8. Name the principal events of Schiller's life; his best known writings.

9. Translate—

Frau von Mirville. Wie unbefonnen! der Onkel wird den Augenblick da sein.

Dorigny. Aber sage mir doch, was mit mir werden soll? Ist alles entdeckt, und weiß meine Tante, daß ihr vorgeblicher Mann nur ihr Neffe war?

Fr. v. M. Nichts weiß man! Nichts ist entdeckt! Die Tante ist noch mit der Modehändlerin eingeschlossen; der Onkel flucht auf seine Frau—Herr von Formeuil ist ganz verblüfft über die sonderbare Aufnahme, und ich will suchen, die Entwicklung, die nicht mehr lange anstehen kann, so lang als möglich zu verzögern, daß ich Zeit gewinne, den Onkel zu deinem Vortheil zu stimmen, oder, wenn's nicht anders ist, den Formeuil in mich verliebt zu machen—denn eh' ich zugebe, daß er die Cousine heirathet, nehme ich ihn lieber selbst.

10. Reading for pronunciation.

JUNIOR CLASS.

VIRGIL.

1. Give the Argument of the First Book.

Translate—

Atque illum *tales* jactantem pectore curas
 Tristior et lacrimis oculos *suffusa nitentes*
 Alloquitur Venus; "O qui *res* hominumque deumque
 Aeternis regis imperiis, et fulmine *terres*,
 Quid meus Aeneas in te *committere tantum*
 Quid Troes potuere, quibus, tot funera passis,
 Cunctus ob Italiam terrarum clauditur orbis?"

2. Syntax of italicized words. Parse italicized verbs. Scan the first four lines.

3. Give the Argument of the Second Book. Locate *Troja*. Was *Pergama* the same as *Troja*? Whose character and achievements does Virgil describe under the name of Aeneas?

4. Translate—

Conticuere omnes, intentique ora tenebant,
 Inde toro pater Aeneas sic orsus ab alto:
 "Infandum, Regina, jubes renovare dolorem,
 Trojanas ut opes et lamentabile regnum
 Eruerint Danaï; quaeque ipse miserrima vidi,
 Et quorum pars magna fui. Quis talia fando
 Myrmidonum Dolopumve aut duri miles Ulixi
 Temperet a lacrimis?"

5. Syntax of *intenti*, *quaeque*, *miserrima*, *opes*, *infandum*. Composition of *renovare*, *eruerint*, *conticuere*, *intenti*. Agreement and principal parts of *orsus*, *temperet*, *conticuere*, *jubes*.

6. Relate the history of Dido. Why is this poem called the Aeneid? Why is Rome called "*lofty Rome*?"

7. Translate—

Dixit, et extemplo—neque enim responsa dabuntur
 Fida satis—sensit medios delapsus in hostes.
 Obstupuit, retroque pedum cum voce repressit.
 Improvisum aspris veluti qui sentibus anguem
 Pressit humi nitens, trepidusque repente refugit
 Attollentem iras et caerula colla tumentem;
 Haud secus Androgeos visu tremefactus abibat.

8. Scan the last four lines and apply the rules for scanning.

9. What is the Arsis of a foot? The Thesis?

What Rhetorical figure in the last four lines?

Syntax of *improvisum*, *medios*, *humi*, *delapsus*, *fida*. Parse *pressit*.

10. Translate—

Fama est Enceladi semiustum fulmine corpus
 Urgeri mole hac, ingentemque insuper Aetnam
 Impositam ruptis flammam expirare caminis;
 Et fessum quoties mutet latus, intremere omnem
 Murmure Trinacriam, et coelum subtexere fumo.

Parse *corpus*, *intremere*, *fessum*.

MODERN HISTORY AND ENGLISH LITERATURE.

1. Name five men who attained distinction during the reign of Henry VIII. of England.
Give some account of two of these.
2. What was the basis of Mary Stuart's claim to the English throne?
Give the leading events of her life.
3. Who was Anne of Austria? Her nationality?
With what two eminent statesmen is her history closely connected?
What were the life objects and the policy of each of these?
4. For what are the following names celebrated in European history?
Flodden; Madame de Maintenon; Bentinck; Duke of Monmouth; Ryswick;
Dr. Sacheverell; Culloden; Necker; Lodi; Trafalgar?
5. Causes which led to the war of the Spanish Succession. By what other name is it known? Name the sovereigns of France and England at the time, and the great hero of the war. Locate three important battles, and tell by what treaty the war was closed.
6. Name a great financial minister of England; a great war minister.
Of whose reign was the South Sea Bubble an event? Explain the whole subject.
7. Peculiarities of Anglo-Saxon poetry.
Romance of Beowulf.
8. Give an extract from Chaucer and note any peculiarities of diction and construction.
9. Name the first English comedy; the first English tragedy; their date and authors.
Sources whence the plot of the Merchant of Venice was probably derived. About what time was it written? Name eight prominent characters of the play.
10. Give the plan of Spenser's Faerie Queene.

PHYSICS.

1. Describe the hydrostatic press and explain its action.
2. Explain the construction of the barometer, and give an account of its uses.
3. State the laws for the vibration of cords, and illustrate each.
4. The weight of a stone in water was 12.25 lbs., how many cubic inches did it contain?
5. A body thrown perpendicularly upward, was gone 10 seconds; how high did it rise?

CHEMISTRY.

1. In decomposing water, 65 parts by weight of zinc yield 2 parts by weight of hydrogen. How much zinc must be employed to obtain 100 lbs. of hydrogen?
2. Illuminating gas.
3. Describe the process for smelting iron ore. Also Bessemer's process for making steel.
4. Describe the nature and process of dyeing.
5. The chemical character of soap; the nature of its cleansing action.

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1874-75.

MONDAYS.		ALTERNATE MONDAYS.	
A. M. Wooster School. P. M. High School.		A. M. Hamilton School. P. M. High School.	
September 7, 21.	February 8.	September 14, 28.	February 1, 15.
October 5, 19.	March 1, 15, 29.	October 12, 26.	March 8, 22.
November 2, 16.	April 12.	November 9, 23.	April 5, 19.
December 7, 21.	May 10, 24.	December 14.	May 17, 31.
January 11, 25.	June 7, 21.	January 4, 18.	June 14, 28.
TUESDAYS.		ALTERNATE TUESDAYS.	
A. M. West, South and Oak Street. P. M. Edwards Street School.		A. M. Webster School. P. M. Goffe Street and Elm Street.	
September 8, 22.	February 2, 16.	September 15, 29.	February 9, 23.
October 6, 20.	March 2, 16, 30.	October 13, 27.	March 9, 23.
November 3, 17.	April 13.	November 10, 24.	April 6, 20.
December 1, 15.	May 11, 25.	December 8, 22.	May 18.
January 5, 19.	June 8, 22.	January 12, 26.	June 1, 15, 29.
WEDNESDAYS.		ALTERNATE WEDNESDAYS.	
A. M. Eaton School. P. M. Cedar Street School.		A. M. Washington School. P. M. German and Fair Street.	
September 9, 23.	February 3, 17.	September 16, 30.	February 10, 24.
October 7, 21.	March 3, 24.	October 14, 28.	March 10, 31.
November 4, 18.	April 7, 21.	November 11, 25.	April 14.
December 2, 16.	May 12, 26.	December 9, 23.	May 5, 19.
January 6, 20.	June 9, 23.	January 13, 27.	June 2, 16, 30.
THURSDAYS.		ALTERNATE THURSDAYS.	
A. M. Skinner School. P. M. High School.		A. M. Dwight School. P. M. High School.	
September 3, 17.	February 4, 18.	September 10, 24.	February 11, 25.
October 1, 15, 29.	March 4, 18.	October 8, 22.	March 11, 25.
November 12.	April 1, 15.	November 5, 19.	April 8, 22.
December 3, 17.	May 6, 20.	December 10, 24.	May 13, 27.
January 7, 21.	June 3, 17.	January 14, 28.	June 10, 24.
FRIDAYS.		ALTERNATE FRIDAYS.	
A. M. Woolsey and Grand Street Schools.		A. M. Dixwell Avenue and Division Street Schools.	
September 4, 18.	February 5, 19.	September 11, 25.	February 12, 26.
October 2, 16.	March 5, 19.	October 9, 30.	March 12.
November 6, 20.	April 2, 16.	November 13.	April 9, 23.
December 11.	May 7, 21.	December 4, 18.	May 14, 28.
January 8, 22.	June 4, 18.	January 15, 29.	June 11, 25.

REMARKS.

Each room will receive *twenty visits* during the year.

Marking.—At each visit the Vocal Instructor will give *ten credits* for perfect recitation, as follows: *Two* each for Sight Singing, Tone, Time, Theory, and Deportment. Total failure on either point will count *two off*: partial failure, *one off*.

Purity of Tone.—Teachers who would cultivate "*purity of tone*," are admonished, under no circumstances whatever to allow the scholars to force the sound in the use of what are commonly called chest tones, neither should the class be allowed to take the key of an exercise, without recourse to an instrument or pitch pipe.

Sight Singing.—Teachers who would be successful in teaching their classes "*to sing at sight*," must not fail to improvise exercises on the Blackboard, daily.

Individual Practice.—Solo Singing, Part Singing, and individual reading by letter and syllable, must be assiduously and systematically practiced in all the rooms in accordance with the grade of instruction, and a correct record kept of each scholar's progress.

Punctuality and freedom from Interruption.—It is earnestly desired that teachers be ready *promptly* at the hour appointed for the music lesson, and that the exercise shall be as free as possible from interruption. Holidays and vacations will make it necessary to consult the time table for date of lessons.

Notice of Single Sessions.—When afternoon music lessons are to be deferred by reason of single sessions, the teachers are requested to send word to the Vocal Instructor as early as *one o'clock, p. m.*

Yearly Examination.—The Yearly Examination in Music will take place from the 5th to the 16th of April, inclusive.

YEARLY EXAMINATION IN MUSIC.

APRIL, 1874.

To take place, as nearly as possible, on the regular days for Music, commencing April 6th.

Teachers will please ascertain the *average* results of Examination in their respective rooms, and report to the Principal previous to April 20th.

RULES.

Scholars examined from the Music Reader are not to be informed of the exercises to be read, or allowed to practice on them previous to examination.

Scholars not to be examined continuously on the same exercise or question.

Scholars not to be allowed to correct mistakes in reading.

Scholars who hesitate in reading may be prompted, but such hesitations must count as failures.

Scholars having a written examination to procure blank music paper, or rule the staves previously, one for each separate part to be copied.

Scholars must complete written exercises at one sitting, each alteration or erasure to count a failure.

Perfect recitations to be marked 100. Each failure to count as follows : 1st grade, 6 off ; 2d grade, 3 off ; 3d grade, 1 off ; 4th grade, $\frac{1}{2}$ off ; 5th grade, $\frac{1}{2}$ off ; 6th grade, $\frac{1}{2}$ off.

SCHEME.

GRADE 1.—Will sing at sight a Single Part Exercise of 16 measures on the Treble Clef, in Double time ; each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 18, by syllable, Exercises 135 to 142 inclusive, looking over the teacher.

GRADE 2.—Will sing at sight a Single Part Exercise of 16 measures on the Treble Clef, in Triple or Quadruple time ; each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable and letter, Ex. 237 to 245 inclusive.

GRADE 3.—Will sing at sight a Single Part Exercise of 16 measures on the Treble Clef, in Triple or Quadruple time, key of G ; afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable and letter. Time for writing limited to 15 minutes.

GRADE 4.—Will sing at sight a Two Part Exercise on either Clef, key of D ; afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable and letter. Time for writing limited to 20 minutes.

GRADE 5.—Will sing at sight a Three Part Exercise, key of A ; afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable and letter. Time for writing limited to 25 minutes.

GRADE 6.—Will sing at sight a Four Part Exercise, key of E ; afterward scholars copy the same with lead pencil, writing under each note its appropriate syllable and letter. Time for writing limited to 30 minutes.

Each scholar will also answer *two* questions from the " Definitions Reviewed " of their respective grade in the Music Reader.

The exercises to be copied will be placed on the blackboard by the Vocal Instructor.

ANNUAL EXAMINATION IN MUSIC,

NEW HAVEN PUBLIC SCHOOLS—APRIL, 1874.

EXPLANATORY.

The second column below contains the total number of credits which each room has received from the Vocal Instructor during the year. Highest number attainable, 200.

The third column contains the average result of yearly examinations in the Theory of Music by the regular teachers. Scale, 100.

The fourth column contains the Vocal Instructor's mark on the yearly test exercises in Sight Singing, 10 being the highest mark given. The exercises are herewith appended.

The fifth column contains the number of scholars in each room who are unable to sing the scale of eight sounds correctly.

CEDAR ST. TRAINING SCHOOL.

No. of Room.	Total credits for year.	Yearly average in Theory.	Test exercise in Sight Sing	Unable to sing Scale.
1	165	79	8	8
2	167	86	8	2
3	166	87	10	0
4	170	92	8	0
5	160	59	9	0
6	162	50	8	0
7	175	81	9	1
8	181	91	10	0

CLINTON AVENUE SCHOOL.

1	150	80	8	1
2	162	77	4	2
3	181	92	9	0

DIVISION STREET SCHOOL.

1	188	93	9	6
2	187	94	10	1
3	193	95	10	1

DIXWELL AVENUE SCHOOL.

1	141	74	5	4
2	190	96	10	1
3	167	94	8	1
4	169	89	9	2
5	159	87	9	1
6	160	86	9	1
7	165	96	10	0

DWIGHT SCHOOL.

No. of Room.	Total credits for year.	Yearly average in Theory.	Test exercise in Sight Sing	Unable to sing Scale.
1	179	89	9	2
2	171	95	8	4
3	191	96	8	0
4	192	98	10	0
5	177	90	8	3
6	173	90	9	0
7	152	63	5	3
8	163	83	8	1
9	187	80	9	0
10	187	81	9	2
11	179	88	9	0
12	182	93	9	0

EDWARDS STREET SCHOOL.

1	154	83	8	4
2	155	92	7	1
3	151	88	7	0
4	143	75	10	0

ELM STREET SCHOOL.

1	164	86	9	0
2	163	92	7	0

EATON SCHOOL.

No. of Room.	Total credits for year.	Yearly average in Theory.	Test exercise in Sight Sing.	Unable to sing Scale.
1	176	72	8	5
2	192	87	10	2
3	161	88	9	3
4	165	91	7	1
5	140	63	7	3
6	148	63	10	0
7	150	75	7	0
8	147	86	6	0
9	171	82	6	1
10	168	86	6	1
11	183	95	7	0
12	187	97	9	1

FAIR STREET, UNGRADED.

1	176	85	9	3
2	191	90	10	0

FAIR ST. TRAINING SCHOOL.

1	171	71	9	4
2	167	76	8	0
3	164	84	7	3
4	172	78	9	0

GERMAN-ENGLISH SCHOOL.

1	192	86	10	3
2	181	87	10	3

GOFFE STREET SCHOOL.

1	178	81	9	0
2	180	67	8	0

HAMILTON STREET SCHOOL.

1	181	85	9	3
1½	138	81	7	3
2	173	95	9	2
3	185	98	9	1
4	176	79	8	1
5	178	78	7	1
6	176	62	9	0
7	171	81	8	0
8	185	89	9	2
9	182	78	9	1
10	174	83	9	3
11	180	90	9	1
12	169	79	9	1

HILLHOUSE HIGH SCHOOL.

No. of Room.	Total credits for year.	Yearly average in Theory.	Test exercise in Sight Sing.	Unable to sing Scale.
One Class.	180	-----	10	8

OAK STREET SCHOOL.

1	177	89	9	2
2	189	91	10	0
3	184	89	9	0
4	189	59	9	1

SKINNER SCHOOL.

1	188	96	9	1
2	169	99	7	0
3	182	93	10	3
4	163	98	7	0
5	187	92	8	1
6	189	92	10	2
7	172	92	9	0
8	160	71	9	0
9	175	84	7	0
10	178	86	8	0
11	175	93	9	0
12	170	95	10	0

SOUTH SCHOOL.

1	172	39	9	3
2	181	94	9	1
3	152	72	9	1
4	163	87	9	0
5	172	86	7	2
6	181	93	8	0

WASHINGTON SCHOOL.

1	172	94	8	3
2	163	99	9	0
3	132	91	4	4
4	143	91	8	0
5	181	85	10	0
6	169	88	9	1
7	181	87	9	0
8	179	86	8	0
9	176	83	9	0
10	173	88	7	1
11	182	98	7	0
12	184	98	9	0

WASHINGTON BRANCHES.					WOOLSEY SCHOOL.				
No. of Room.	Total credits for year.	Yearly average in Theory.	Test exercise in Sight Sing	Unable to sing Scale.	No. of Room.	Total credits for year.	Yearly average in Theory.	Test exercise in Sight Sing	Unable to sing Scale.
1	157	88	7	0	1	191	95	10	0
2	170	94	7	0	1½	195	91	10	4
3	*	--	--	--	2	171	99	10	0
4	153	75	7	0	3	193	88	10	0
* City Point, no report.					4	184	63	10	0
WEBSTER SCHOOL.					5	166	94	7	0
1	179	86	8	4	6	162	93	7	0
2	184	92	10	1	7	168	75	6	0
3	157	73	7	2	8	161	91	8	0
4	158	80	7	1	WOOSTER SCHOOL.				
5	155	72	8	1	1	154	90	5	6
6	158	79	9	1	2	158	96	8	2
7	182	82	9	1	3	180	80	10	2
8	181	74	9	2	4	182	92	9	1
9	164	94	8	1	5	158	83	5	2
10	164	96	8	0	6	160	71	7	0
11	170	95	10	0	7	137	74	4	0
12	186	88	10	0	8	146	84	7	1
WEST STREET SCHOOL.					9	187	92	10	0
Opened at commencement of Winter Term, Jan. 1, 1874.					10	186	99	10	0
1	105	78	9	0	11	187	99	10	0
2	81	75	3	7	12	185	99	10	0
3	101	94	10	7					
4	99	98	9	0					

Total number unable to sing scale, 184—last year, 271.

The following rooms have received 190 credits and upwards from the Vocal Instructor during the year.

Woolsey, No. 1, Ella E. Curtis, Teacher, 195 (Highest attainable, 200).

" " 3, Jennie E. Avery, " 193

Eaton, " 2, Flora A. Loper, " 192

Dwight, " 4, Mary A. Daggett, " 192

Ger. Eng., " 1, Ant. T. Marchal, " 192

Dwight, " 3, Gertrude L. Cooper, " 191

Woolsey, " 1, Ella H. Clarke, " 191

Dixwell, " 2, Fannie A. Baldwin, " 190

Average number of credits which each school has received during the year from the Vocal Instructor.—Division Street, 189. German-English, 187. Oak Street, 185. Fair Street, ungraded, 184. Hillhouse High, 180. Dwight, 179. Goffe, 179. Woolsey, 177. Skinner, 174. Hamilton, 174. Webster, 170. Washington, 170. South, 170. Fair Street Training, 169. Wooster, 168. Cedar Street, 168. Dixwell, 166. Clinton Avenue, 164. Elm Street, 163. Eaton, 162. West, 162. Washington Branches, 160. Edwards Street, 151.

TEST EXERCISES IN SIGHT-SINGING.

ROOM No. 1.



ROOM No. 2.



ROOM No. 3.



ROOM No. 4.



ROOM No. 5.



ROOM No. 6.

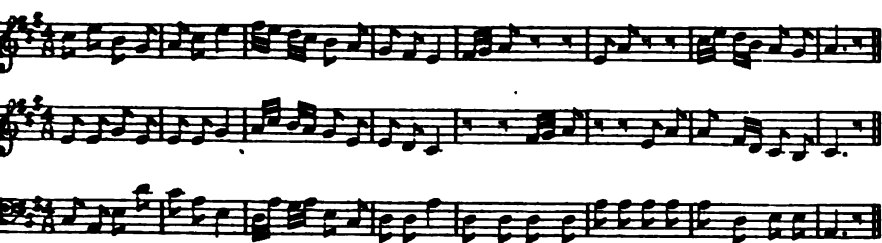
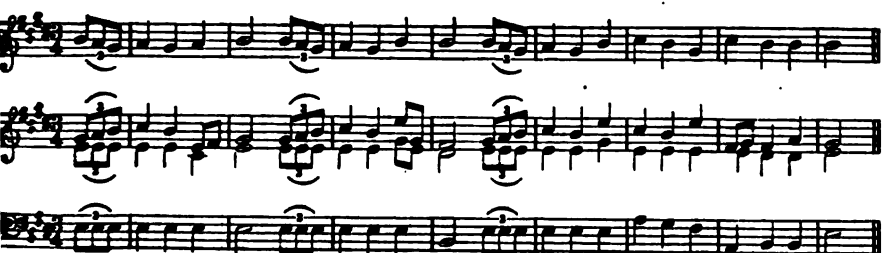


ROOM No. 7.



ROOM No. 8.



ROOM No. 9.*ROOM No. 10.**ROOM No. 11.**ROOM No. 12.*

REPORT ON DRAWING, BY LOUIS BAIL,

FOR THE THREE TERMS OF THE YEAR.

The figures represent the value of the work done in each room, 10 being the maximum, indicating perfect work.

ROOMS.	No. 12.	No. 11.	No. 10.	No. 9.	No. 8.	No. 7.	No. 6.	No. 5.	No. 4.	No. 3.	No. 2.	No. 1.
TERMS.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.
Webster, ----	9 9 9	8 8 8	9 10 10	7 7 8	9 9 9	7 8 8	8 8 8	7 8 8	8 8 8	7 7 7	7 8 8	8 9 9
South, ----	-----	-----	-----	-----	-----	-----	8 9 9	8 8 8	8 8 8	7 7 7	7 7 7	7 7 7
Oak, ----	-----	-----	-----	-----	-----	-----	-----	7 8 8	8 8 8	7 8 8	7 7 7	7 7 7
Eaton, ----	9 9 10	7 8 9	8 8 8	8 9 9	7 8 8	7 7 7	9 9 9	7 8 8	8 9 8	7 7 7	7 7 7	8 8 8
Wooster, ----	9 10 10	10 10 10	10 10 10	9 9 9	8 9 9	7 8 8	9 9 9	8 9 9	8 8 7	7 8 8	7 7 7	8 8 8
Hamilton, ----	8 9 10	9 9 10	9 9 9	9 9 9	8 8 9	7 8 8	8 8 9	7 7 8	7 7 8	8 9 9	7 8 8	8 8 8
Fair, ----	-----	-----	-----	-----	-----	-----	-----	7 7 8	8 8 8	8 8 8	7 8 7	667-899
Fair, Ungraded,	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	8 8 8	7 8 7	7 7 7
German-English	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	7 8 7
Dwight, ----	10 10 10	9 10 9	9 10 9	8 8 9	7 8 8	5 6 8	7 7 8	9 9 9	9 9 10	8 9 9	8 8 8	7 7 8
Dixwell, ----	-----	-----	-----	-----	-----	8 8 8	7 8 7	7 8 8	7 7 8	5 6 6	7 7 8	6 7 7
Goffe, ----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7 7 7	7 8 8
Division, ----	-----	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	7 7 7	8 8 8
Elm, ----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	7 7 7
Skinner, ----	9 10 10	8 8 8	8 9 9	8 9 8	8 8 8	8 9 8	8 8 8	8 8 8	5 6 8	8 8 8	7 7 7	7 7 7
Edwards, ----	-----	-----	-----	-----	-----	-----	-----	-----	7 8 8	8 8 8	7 8 7	7 8 7
Washington, --	8 9 9	8 9 8	8 8 8	8 9 9	8 8 8	8 8 9	8 8 8	8 9 8	7 8 8	7 8 8	8 8 8	8 7 7
West, ----	-----	-----	-----	-----	-----	-----	-----	-----	7 7 8	7 8 8	7 8 8	7 7 7
Wash. Br., No. 4,	-----	-----	-----	-----	-----	-----	-----	-----	-----	5 6 *	-----	-----
Wash. Br., No. 3,	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	-----
Wash. Br., No. 2,	-----	-----	-----	-----	-----	-----	-----	-----	-----	7 7 6	7 7 6	8 8 8
Wash. Br., No. 1,	-----	-----	-----	-----	8 9 9	8 8 8	8 9 8	7 8 7	7 8 7	7 7 6	7 7 6	8 8 8
Cedar, ----	-----	-----	-----	-----	8 9 9	8 8 8	8 9 8	8 8 8	7 8 7	7 7 6	7 7 6	8 8 8
Woolsey, ----	-----	-----	-----	-----	8 9 8	8 8 8	7 8 8	8 8 8	8 8 8	7 8 8	7 8 7	8 8 8
Clinton, ----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7 7 6	5 6 6	7 7 6

* No visit, by advice of the Superintendent.

DRAWING LESSONS.

TIME TABLE OF DRAWING INSTRUCTOR. 1874-75.

MONDAY, A. M.		TUESDAY, A. M.		WEDNESDAY, A. M.		THURSDAY, A. M.		FRIDAY, A. M.	
Washington School.		High School.		Fair Haven Schools.		Hamilton School.		Dwight School.	
Sept. 7, 14.	Feb. 8, 15.	Sept. 1, 8.	Jan. 19, 26.	Sept. 2, 9.	Feb. 3, 10.	Sept. 3, 10.	Feb. 4, 11.	Sept. 4, 11.	Feb. 19, 26.
Oct. 5, 12.	Mar. 15, 22.	Sept. 29.	Feb. 16, 23.	Sept. 30.	Mar. 3, 10.	Oct. 1, 8.	Mar. 4, 11.	Oct. 2, 9.	Mar. 19, 26.
Nov. 9, 16.	Apr. 12, 19.	Oct. 27.	Mar. 16, 23.	Oct. 28.	Apr. 7, 14.	Oct. 29.	Apr. 1, 8.	Nov. 6, 13.	May 7, 14.
Dec. 7, 14.	May 24, 31.	Nov. 24.	Apr. 13, 20.	Nov. 25.	May 5, 12.	Dec. 3, 10.	May 6, 13.	Dec. 11, 18.	June 4, 11.
Jan. 11, 18.	June 24, 31.	Dec. 22.	May 25, 1, 22.	Jan. 6, 13.	June 2, 9.	Jan. 7, 14.	June 3, 10.	Jan. 22, 29.	July 2, 9.
Skinner School.		High School.		Wooster School.		Webster School.		Eaton School.	
Sept. 21, 28.	Mar. 1, 8.	Sept. 15, 22.	Feb. 2, 9.	Sept. 16, 23.	Feb. 17, 24.	Sept. 17, 24.	Feb. 18, 25.	Sept. 18, 25.	Mar. 5, 12.
Oct. 19, 26.	Mar. 29, 5.	Oct. 13, 20.	Mar. 9, 16.	Oct. 14, 21.	Mar. 24, 31.	Oct. 15, 22.	Mar. 18, 25.	Oct. 16, 23.	Apr. 9, 16.
Nov. 16, 23.	May 10, 17.	Nov. 10, 17.	Mar. 30, 6.	Nov. 11, 18.	Apr. 21, 28.	Nov. 12, 19.	Apr. 15, 22.	Nov. 20, 27.	May 21, 28.
Dec. 21.	June 7, 14.	Dec. 8, 15.	May 11, 18.	Dec. 9, 16.	May 19, 26.	Dec. 17, 24.	May 20, 27.	Jan. 8, 15.	June 18.
Jan. 25.	June 28.	Jan. 5, 12.	June 8, 15, 22.	Jan. 20, 27.	June 16, 23, 30.	Jan. 21, 28.	June 17, 24.	Feb. 5, 12.	June 25.
MONDAY, P. M.		TUESDAY, P. M.		WEDNESDAY, P. M.		THURSDAY, P. M.		FRIDAY, P. M.	
Dix. Edw. Dix. Edw.		High School.		High School.		West. Oak. Elm. Gar. Eng.		Cedar. Div. Cedar. Teacher.	
Sept. 7, 14.	Feb. 1, 8.	Sept. 1, 8.	Jan. 26, 2.	Sept. 2, 9.	Feb. 17, 24.	Sept. 3, 10.	Feb. 17, 24.	Sept. 4, 11.	Feb. 18, 25.
Oct. 5, 12.	Mar. 1, 8.	Sept. 29.	Feb. 9, 16.	Oct. 7, 14.	Mar. 24, 31.	Oct. 1, 8.	Feb. 15, 22.	Oct. 2, 9.	Feb. 16, 23.
Nov. 9, 16.	Mar. 29, 5.	Oct. 27.	Mar. 23, 30.	Nov. 4, 11.	May 5, 12.	Oct. 29.	Mar. 12, 19.	Nov. 6, 13.	Mar. 13, 20.
Dec. 7, 14.	May 10, 17.	Nov. 24.	Apr. 20, 27.	Dec. 2, 9, 16.	June 2.	Dec. 3, 10.	Mar. 17, 24.	Dec. 4, 11.	Mar. 18, 25.
Jan. 4, 11.	June 7, 14.	Dec. 22.	June 1, 8, 29.	Jan. 20, 27.	June 9.	Jan. 7, 14.	Mar. 21, 28.	Jan. 8, 15.	Mar. 22, 29.
South. Fair.		High School.		High School.		West. Oak. Elm. Gar. Eng.		Cedar. Div. Cedar. Teacher.	
Sept. 21, 28.	Feb. 15, 22.	Sept. 15, 22.	Feb. 23, 2.	Sept. 16, 23, 30.	Mar. 3, 10.	Feb. 4, 11.	Mar. 18, 25.	Feb. 5, 12.	Mar. 19, 26.
Oct. 19, 26.	Mar. 15, 22.	Oct. 13, 20.	Mar. 9, 16.	Oct. 21, 28.	Apr. 7, 14, 21.	Mar. 4, 11.	Mar. 18, 25.	Mar. 5, 12.	Mar. 19, 26.
Nov. 16, 23.	Apr. 1, 8.	Nov. 10, 17.	Apr. 6, 13.	Nov. 25, 2.	May 19, 26.	Apr. 1, 8.	Mar. 15, 22.	Apr. 2, 9.	Mar. 20, 27.
Dec. 7, 14.	May 24, 31.	Dec. 8, 15.	May 18, 25.	Jan. 6, 13.	June 16.	May 6, 13.	Mar. 20, 27.	May 7, 14.	Mar. 21, 28.
Jan. 18, 25.	June 21, 29.	Jan. 19, 26.	June 15, 22.	Feb. 3, 10.	June 30.	June 3, 10.	Mar. 17, 24.	June 4, 11.	Mar. 18, 25.

NOTE.—The highest degree of excellence in drawing will be indicated by ten. When an afternoon lesson is to be omitted on account of "single session," Prof. Bail should be notified *before one o'clock* of the same day.

N. B.—Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

The following half-days not assigned to any schools may be employed where most needed to fill vacant half-days: Forenoon—Thursday, July 1. Afternoon—Thursday, July 1.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Registered.	Average No. Registered.		Av. Daily Attend.	Percent Attend.	No. Dropped.	No. With'd'n.	No. Transferred.	No. Absent.	No. Tard.	No. half days without Attendance or Tardiness.		No. Trans. class.	Av. Age. y. &c.	Slugg. Seat.	Teachers.	
				Boys.	Girls.								Boys.	Girls.				Absent.	Tard.
HILLHOUSE	7	91	96	7.9	44.	51.9	.971	7	10	---	501	22	326	142	132	15.8	---	5	2
	6	48	55	13.4	27.8	41.2	.973	6	14	---	449	16	307	155	140	16.4	---	2	---
	5	48	44	12.6	23.8	36.4	.970	8	8	---	393	28	263	187	158	16.4	---	---	1
	4	49	44	15.7	21.7	37.4	.968	8	8	---	418	11	281	198	149	15.7	---	---	---
	3	50	47	14.4	26.2	40.6	.978	6	15	---	336	17	297	216	160	15.2	---	---	---
HIGH SCHOOL...	2	50	53	20.9	26.6	47.5	.971	8	10	---	577	51	169	179	84	15.4	---	---	4
	1	49	49	20.6	25.	45.6	.958	8	11	---	703	84	171	100	41	15.3	---	---	---
TOTALS,.....	7	385	388	105.5	195.1	300.6	.970	51	76	1	3437	229	1814	1177	864	15.8	---	7	8

WEBSTER DISTRICT.

WEBSTER,	12	60	75	25.1	30.4	55.5	.959	15	34	2	907	1	176	70	45	14.5	8	2	9
	11	48	51	26.2	22.5	48.7	.973	4	16	---	528	2	209	204	106	13.6	8	---	---
	10	48	52	29.6	16.6	46.2	.981	3	29	---	354	10	237	272	184	13.1	8	---	---
	9	49	54	26.9	20.5	47.4	.964	4	29	---	638	10	188	169	80	12.7	8	---	---
	8	48	53	23.8	23.2	47.	.972	7	16	2	538	5	232	154	101	12.3	8	50	---
	7	48	61	25.5	21.2	46.7	.949	15	22	1	950	14	137	111	50	11.9	8	---	1
	6	52	62	28.8	22.8	51.6	.949	10	21	---	872	18	133	143	53	11.3	8	---	---
	5	52	60	22.	29.3	51.3	.932	13	18	2	1316	51	115	15	16	10.9	8	---	---
	4	51	54	25.6	24.3	49.9	.958	14	11	---	870	32	131	135	71	9.7	8	1	9
	3	50	66	32.	18.4	50.4	.946	16	18	1	1044	26	95	100	31	8.4	8	---	---
	2	50	69	25.2	22.9	48.1	.931	32	10	1	1336	22	109	115	53	7.6	8	12	2
	1	48	90	20.3	26.6	46.9	.917	37	14	1	1586	33	92	66	35	6.5	8	1	---
TOTALS,.....	12	604	747	311.0	278.7	589.7	.953	170	238	10	10939	187	1856	1590	824	10.11	8	66	21

SCHOOLS.	No. Rooms.	No. Seats.	Average No. Registered.			Per cent. Attend.	No. Dropped.	No. Withd'n.	No. Transferred.	No. Absences.	No. Tard.	No. half days without Absence or Tardiness.			Slng. Seat.	Teachers.		
			Boys.	Girls.	Total.							Boys.	Girls.	All.		Absent.	Tard.	
SOUTH ST.,-----	6	52	26.6	20.1	46.7	.970	1	30	5	546	43	180	226	108	24	8		
	5	50	28.7	17.9	46.6	.959	14	14	3	755	21	150	162	63	16	3		
	4	50	23.5	24.4	47.9	.967	8	22	1	609	28	196	150	101	5	4		
	3	54	28	19.3	47.3	.939	23	15	1	1096	73	112	86	33	4	9		
	2	53	28.1	19.5	47.6	.941	27	16	2	1135	64	111	110	42	4	14		
	1	50	28.4	18.5	46.9	.921	29	24	---	1551	130	59	85	23	6	6		
TOTALS,-----	6	309	163.3	119.7	283.0	.949	102	121	12	5692	359	808	819	370	59	44		
OAK STREET,-----	4	55	21.6	21.8	43.4	.952	14	19	1	866	39	113	153	46	5	2		
	3	55	24.6	19.8	44.4	.955	13	16	---	790	55	136	150	60	3	1		
	2	55	27	21.8	48.8	.955	26	15	---	900	59	150	152	84	1	9		
	1	55	29.9	20.2	50.1	.944	35	22	---	1187	54	120	148	59	3	18		
	TOTALS,-----	4	220	103.1	83.6	186.7	.951	88	72	1	3743	207	519	603	249	12	31	
WHITING ST.,-----	1	57	36.1	-----	36.1	.875	16	46	0	1851	1580	1	----	1	182	12.	9	7

EATON DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

EATON, -----	12	60	62	30.6	23.	53.6	52.3	.976	10	20	---	515	15	215	209	132	---	144	5	2	5
	11	48	40	14.9	18.3	33.2	31.8	.958	7	12	---	581	45	175	110	66	5	13.9	5	1	1
	10	46	37	16.2	14.2	30.4	28.9	---	8	12	---	---	8	151	177	121	2	13.2	5	---	---
	9	50	60	27.4	19.2	46.6	44.	.944	7	24	---	544	23	104	125	46	---	12.11	5	2	8
	8	54	61	31.2	20.7	51.9	48.8	.940	10	31	---	1091	46	62	85	27	2	12.4	5	---	11
	7	56	62	33.	21.	54.	50.7	.939	22	28	---	1151	63	77	69	35	7	11.9	5	28	10
	6	63	74	39.7	23.7	63.4	60.5	.954	15	24	---	1392	73	87	109	40	2	10.11	5	---	1
	5	63	73	39.	23.3	62.3	59.3	.952	15	29	---	1198	61	94	105	32	1	9.11	5	19	9
	4	57	65	32.2	24.8	57.	54.1	.949	16	15	---	1176	60	127	104	47	4	8.9	5	2	5
	3	53	64	30.4	24.3	54.7	51.	.932	16	15	---	1506	80	73	102	27	4	8.2	5	4	64
	2	60	76	33.7	26.4	60.1	56.	.932	17	34	---	1619	117	49	72	14	2	6.9	5	47	---
	1	64	102	28.1	32.6	60.7	55.	.906	44	63	---	2253	161	44	23	6	8	6.3	5	34	1
TOTALS,-----	12	674	776	356.4	271.5	627.9	592.4	9.43	187	306	5	14137	752	1322	1290	593	37	10.9	5	139	115

WOOSTER DISTRICT.

Table Showing the Attendance, &c., in each Room of all the Schools.

SCHOOLS.	No. Rooms.	No. Encls.	No. Registered	Average No. Registered.		Av. Daily Attend.	Per cent. Attend.	No. Dropped.	No. Withdrawn.	No. Transferred.	No. Absent.	No. Tard.	No. half days without Attendance or Tardiness.			Av. Age. Y. M.	Sug. Ben.	Teachers. Absent Tard.
				Boys.	Girls.								Boys.	Girls.	All.			
WOOSTER,-----	12	42	44	16.4	17.8	34.2	.953	5	22	---	590	2	239	152	94	13.11	13	36
	11	51	51	16.4	18.8	35.2	.946	15	24	---	706	7	181	147	65	13.4	13	1
	10	51	52	23.9	16.8	40.7	.931	16	20	---	1111	49	67	81	20	13.3	13	21
	9	51	55	25.2	21.2	46.4	.948	9	23	1	816	31	126	143	39	12.4	13	25
	8	55	62	29.3	18.7	48.	.942	5	36	4	1103	32	88	123	38	12.2	13	3
	7	51	58	30.4	17.3	47.7	.931	16	24	4	1291	68	56	98	13	11.6	13	24
	6	61	60	29.3	24.1	53.4	.946	20	30	3	1132	52	121	47	16	10.3	13	2
	5	61	69	30.	24.7	54.7	.960	14	18	1	877	52	120	131	49	9.5	13	---
	4	61	66	37.9	17.2	55.1	.955	17	20	1	1004	36	91	144	46	8.5	13	15
	3	61	58	37.9	15.3	53.2	.953	14	24	3	983	33	78	214	59	7.7	13	10
	2	61	68	30.5	20.	50.5	.935	31	18	1	1411	57	110	87	38	7.3	13	4
	1	61	97	30.5	22.1	52.6	.935	64	24	---	1465	70	51	89	34	5.11	13	13
TOTALS,-----	12	667	740	337.7	234.0	571.7	.945	226	283	18	12489	489	1328	1456	511	10.5	13	50
HAMILTON,-----	12	44	47	11.3	26.6	37.9	.957	2	77	---	624	47	227	110	75	13.5	12	1
	11	44	48	15.3	26.1	41.4	.971	---	20	---	479	18	241	179	130	12.1	12	1
	10	44	51	22.1	18.1	40.2	.972	2	26	---	447	47	266	174	102	11.7	12	4
	9	48	53	18.5	25.1	43.6	.965	2	31	---	577	16	211	199	134	11.9	12	1
	8	50	55	26.9	22.1	49.	.979	---	18	---	387	27	263	237	162	10.2	12	---
	7	51	52	22.4	26.9	49.3	.961	1	11	---	373	17	278	135	190	9.11	12	1
	6	50	54	22.	27.	49.	.959	2	16	1	784	81	179	108	67	9.6	12	2
	5	50	51	22.2	25.8	48.	.948	5	10	---	988	45	121	81	38	8.9	12	---
	4	46	49	21.4	22.7	44.1	.938	---	20	---	1114	77	117	76	31	7.6	12	5
	3	51	66	23.5	26.5	50.	.954	10	23	---	985	47	151	135	68	7.6	12	---
	2	51	63	25.3	25.7	51.	.949	---	15	---	1052	83	95	137	66	7.1	12	3
	1 1/2	61	78	28.	29.3	57.3	.902	53	26	---	2033	83	53	34	9	6.7	12	2
	1	60	89	24.	36.	60.	.958	6	21	---	1001	25	201	107	95	5.6	12	3
TOTALS,-----	13	650	756	382.9	337.9	620.8	.956	83	314	1	10844	543	2343	1702	1167	9.4	12	25

SCHOOLS.	No. Rooms.	No. Seated.	Average No. Registered.			Per cent. Attended.	No. Dropped.	No. Withdrawn.	No. Transferred.	No. Absentees.	No. half days without Absences or Tardiness.			Av. Age, Y. & M.	Slag. Sch.	Teachers.							
			Boys.	Girls.	Total.						Boys.	Girls.	All.			Absent.	Tard.						
FAIR ST., -----	4	44	42	19.2	14.4	33.6	31.9	.949	7	20	2	642	38	143	231	96	3	10.10	11	23	14		
	3	50	52	10.2	22.9	43.1	39.3	.933	17	16	---	1086	71	139	84	34	---	9.4	11	4	10		
	2	50	49	18.9	16.9	35.8	32.6	.911	21	21	---	1247	92	68	82	24	2	8.	11	2	14		
	1	50	63	23.3	9.9	33.2	30.2	.909	22	22	---	1287	113	52	151	26	2	6.3	11	16	19		
TOTALS,-----			4	194	206	80.6	64.1	144.7	134.0	.926	67	79	2	4262	314	402	548	180	7	8.7	11	45	57
GERMAN- ENGLISH. }	2	50	46	24.3	21.	45.3	42.8	.945	22	18	7	1065	77	116	105	49	1	9.3	11	---	1		
	1	50	66	28.2	16.9	45.1	42.4	.940	30	16	---	1122	78	111	159	47	3	6.4	11	4	1		
	TOTALS,-----			2	100	112	52.5	37.9	90.4	85.2	.942	52	34	7	2187	155	227	234	96	4	7.10	11	4	2
FAIR ST. UN- GRADED SCH. }	2	50	56	19.2	23.3	42.5	36.1	.849	21	28	---	2556	303	17	6	3	5	11.8	11	---	4		
	1	50	65	18.1	22.8	40.9	33.1	.809	30	31	---	2954	351	12	1	---	16	7.2	11	---	4		
	TOTALS,-----			2	100	121	37.3	46.1	83.4	69.2	.830	51	59	---	5510	654	29	7	3	21	9.5	11	---	8

DWIGHT DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

DWIGHT,-----	12	48	52	18.3	29.1	47.4	46.8	.987	----	27	----	250	3	366	232	223	----	14.8	15	1	12
	11	47	55	18.5	29.1	47.6	46.8	.983	2	28	----	346	6	278	246	185	----	14.2	15	1	2
	10	51	61	21.7	28.7	50.4	48.6	.964	9	26	----	754	30	148	161	57	----	13.7	15	2	2
	9	52	57	23.6	26.6	50.2	48.1	.958	12	18	2	869	17	191	91	55	1	13.4	15	74	6
	8	55	60	27.5	26.1	53.6	51.4	.959	4	32	----	899	15	155	127	54	----	12.6	15	16	5
	7	51	55	28.7	20.	48.7	40.5	.955	5	32	1	986	49	113	138	55	1	11.7	15	----	1
	6	52	62	26.7	23.3	50.	47.1	.942	5	29	----	1143	30	135	68	33	----	11.2	15	32	----
	5	61	67	32.	28.4	60.4	56.9	.942	14	18	----	1323	34	84	88	39	2	10.5	15	19	2
	4	52	60	22.4	26.4	48.8	45.6	.934	31	23	----	1289	15	117	53	29	----	9.6	15	----	1
	3	51	54	24.2	23.3	47.5	44.9	.945	21	20	1	1051	26	136	121	58	1	8.4	15	----	----
TOTALS,-----	2	51	59	26.9	16.1	43.	40.8	.949	23	14	----	884	29	123	141	54	----	6.10	15	1	2
	1	51	95	20.8	23.2	44.	40.4	.918	38	28	----	1499	36	143	94	54	----	5.4	15	10	3
	12	622	737	291.3	300.3	591.6	553.9	.953	164	295	4	11295	299	1989	1560	896	5	10.11	15	156	36

DOWD WIGHT DISTRICT-Continued.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS	No. Rooms.	No. Seats.	No. Registered	Average No. Registered.		Per cent. Attend.	No. Dropped.	No. With'd'n.	No. Trans-ferred.	No. Absences.	No. Tard.	No. half days without Absences or Tardiness.		No. Truancy.	No. Slog.	Ar. Age. Y. M.	Slag.	Absent.	Tard.	Totals.
				Boys.	Girls.							Boys.	Girls.							
DIXWELL, -----	7	50	50	26.4	19.5	43.3	94.3	24	25	----	1081	54	78	103	23	2	12.2	11	14	9
	6	50	56	25.9	20.3	40.2	94.8	12	32	2	992	60	131	121	51	6	11.3	11	-----	4
	5	49	58	26.3	19.3	45.6	95.8	9	29	1	776	78	141	143	67	3	11.1	11	-----	-----
	4	51	64	24.8	23.2	48.	95.6	27	30	3	971	103	129	115	45	6	9.3	11	2	2
	3	55	68	28.9	24.3	53.2	97.0	16	18	1	708	103	169	222	128	2	8.4	11	6	1
	2	55	65	26.7	27.1	53.8	94.4	25	13	----	1248	156	89	92	23	10	7.2	11	-----	-----
TOTALS,-----	1	43	74	23.9	17.9	41.8	92.8	122	11	1275	122	77	92	20	----	6.2	11	30	-----	-----
TOTALS,-----	7	353	435	182.9	151.6	334.5	317.9	950	135	8	7051	676	814	887	337	29	9.4	11	52	16
DIVISION ST., ---	3	56	67	21.7	20.2	50.9	47.6	935	34	63	1333	27	132	79	48	----	12.2	15	1	12
	2	53	65	20.7	23.3	53.	49.	925	21	30	1703	61	70	63	39	----	8.9	15	-----	3
	1	62	83	27.1	26.8	53.9	49.7	922	37	22	1770	74	82	81	35	----	6.9	15	-----	2
TOTALS,-----	3	171	215	78.5	79.3	157.8	146.3	927	92	115	4806	162	284	223	122	----	9.3	15	1	17
ELM ST., -----	2	54	53	28.5	18.5	47.	46.7	994	1	27	127	8	337	331	322	----	10.8	3	1	-----
	1	54	69	31.4	14.7	46.1	45.8	993	4	10	89	9	338	368	334	----	5.8	3	-----	-----
TOTALS,-----	2	108	122	59.9	33.2	93.1	92.5	994	5	37	216	17	675	699	656	----	8.2	3	1	-----
GOFFE ST.,-----	2	59	35	11.5	13.7	25.2	23.6	937	7	32	625	123	201	138	84	1	10.10	14	-----	1
	1	38	52	12.4	8.6	21.	19.6	933	6	29	582	140	175	177	90	2	8.2	14	1	10
TOTALS,-----	2	97	87	23.9	22.3	46.2	43.2	935	13	61	1207	263	376	315	174	3	9.6	14	1	11

SKINNER DISTRICT.

Table showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Sabs.	No. Registered	Average No. Registered.			Ar. Daily Attend.	Per cent. Attend.	No. Dropped.	No. With'd'n.	No. Transferred.	No. Absences.	No. Tard.	No. half days without Absences or Tardiness.			Av. Age. T. R.	Sug. Recd.	Teachers.					
				Boys.	Girls.	Total.								Boys.	Girls.	All.			Absent.	Tard.	Absent.	Tard.		
SKINNER,-----	12	51	52	19.8	30.1	49.9	47.1	.944	9	41	1	1095	64	122	71	41	14.5	9	---	27				
	11	51	57	20.5	28.3	48.8	45.7	.939	14	12	1	1207	36	128	90	30	13.11	9	2	13				
	10	51	58	26.2	21.8	48.	45.3	.944	12	23	2	1044	90	75	107	28	13.4	9	---	5				
	9	51	51	27.2	22.	49.2	46.6	.947	9	22	2	1016	78	102	114	42	12.6	9	2	18				
	8	51	60	25.4	24.5	49.9	47.	.942	9	24	---	1157	55	124	61	28	12.	9	50	9				
	7	51	59	28.3	21.2	49.5	46.4	.937	14	12	1	1232	97	96	68	18	11.7	9	69	2				
	6	51	58	28.8	22.6	51.4	48.8	.949	14	13	---	995	90	112	101	28	6	11.8	9	---	2			
	5	51	59	30.4	21.1	51.5	49.	.951	18	12	1	976	71	83	110	35	10.1	9	---	2				
	4	51	56	28.1	22.7	50.8	48.1	.947	9	10	2	1065	85	87	114	24	15	9.4	9	18	18			
	3	51	62	23.9	25.7	49.6	46.4	.935	33	10	---	1318	116	102	67	18	18	8.5	9	4	24			
TOTALS,-----	2	51	60	25.3	23.1	48.4	45.2	.934	41	11	---	1311	102	87	73	29	3	7.1	9	---	13			
	1	51	96	28.4	17.7	46.1	43.4	.941	33	28	---	1070	73	114	152	64	5.11	9	---	7				
TOTALS,-----				728	312.3	280.8	593.1	559.0	.943	215	218	10	13486	957	1232	1128	385	100	10.10	9	145	140		
EDWARDS ST,-----	4	55	59	31.	17.8	48.8	46.1	.945	12	35	4	1010	117	75	132	30	28	10.5	8	7	4			
	3	55	56	24.1	24.9	49.	46.3	.945	19	16	---	1094	46	104	121	35	18	8.8	8	1	4			
	2	55	56	23.8	22.6	46.4	43.9	.946	31	13	---	1056	63	98	143	46	22	7.6	8	---	5			
	1	58	87	22.2	28.8	51.	47.3	.927	34	17	---	1557	93	113	54	17	26	6.4	8	---	4			
TOTALS,-----				4	223	258	101.1	94.1	195.2	183.6	.941	96	81	4	4717	319	390	450	118	94	8.3	8	8	17

WASHINGTON DISTRICT.

Table showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Encls.	No. Registered	Average No. Registered.		Av. Daily Attend.	Per cent. Attend.	No. Dropp'd.	No. Withdrawn.	No. Transferred.	No. Absent.	No. of Pupils Attending on half days without pay.	No. half days without pay.		No. Transferred.	No. Absent.	Avg. Age. T. A.	Slip. Sent.	Teachers.
				Boys.	Girls.							Boys.	Girls.	All.					
WASHINGTON, --	12	50	33	15.1	15.6	30.7	.948	3	13	---	557	1	272	147	111	1	14.3	8	54
	11	50	50	27.2	17.5	44.7	.957	6	15	1	702	11	110	141	44	1	13.5	8	---
	10	50	55	23.3	23.8	47.1	.955	7	27	1	845	20	180	106	44	---	13.3	8	28
	9	50	49	22.5	24.5	47.	.955	8	34	1	820	6	177	142	75	9	12.8	8	16
	8	50	57	22.6	26.3	48.9	.967	2	22	---	620	---	184	161	65	---	12.5	8	1
	7	50	64	25.7	23.4	49.1	.953	9	22	---	907	20	136	129	50	11	12.	8	3
	6	56	63	26.6	27.	53.6	.946	2	29	---	1186	11	131	95	38	4	11.7	8	---
	5	56	68	24.4	28.	52.4	.951	8	32	1	1048	12	143	92	49	4	10.8	8	37
	4	64	69	28.9	30.8	59.7	.946	12	18	---	1197	34	104	62	37	2	10.2	8	9
	3	64	67	31.1	28.8	59.9	.945	13	31	1	1340	30	95	88	28	4	9.8	8	20
	2	64	67	26.	34.	60.	.952	12	17	---	1055	35	190	93	73	7	9.	8	4
	1	63	75	29.3	29.1	58.4	.954	13	36	---	1066	38	157	87	48	2	8.5	8	25
TOTALS,----	12	667	717	302.7	308.8	611.5	.952	95	296	4	11433	218	1879	1343	662	48	11.6	8	165
CEDAR ST.,-----	8	48	49	22.9	18.6	41.5	.949	13	13	2	859	41	196	92	56	1	12.5	10	55
	7	48	46	20.5	17.8	38.3	.940	13	19	2	936	62	121	102	39	12	11.8	10	45
	6	50	50	26.6	22.4	49.	.949	12	20	1	996	61	135	95	34	17	10.5	10	59
	5	48	58	21.7	21.6	43.3	.945	20	17	3	1007	63	188	74	44	3	9.11	10	178
	4	50	56	22.4	21.5	43.9	.936	22	23	3	1067	40	134	91	45	4	8.7	10	26
	3	55	58	29.9	15.6	45.5	.938	37	23	---	1205	73	113	95	37	4	7.9	10	127
	2	56	68	27.8	24.6	52.4	.933	55	27	---	1413	76	86	82	26	8	6.10	10	17
	1	56	90	25.1	26.	51.1	.933	53	35	2	1420	185	85	91	25	1	6.4	10	6
TOTALS,----	8	411	475	196.9	168.1	365.0	.940	225	176	13	8903	601	1058	722	306	50	9.3	10	513
WEST ST.,-----	4	55	57	19.8	28.6	48.4	.961	2	20	1	471	29	111	61	33	4	8.10	3	4
	3	55	60	31.2	21.6	52.8	.968	8	23	---	410	37	93	96	41	4	7.9	3	2
	2	55	60	31.6	18.2	49.8	.948	15	26	---	687	63	55	90	27	1	7.9	3	1
	1	55	62	31.	19.5	50.5	.956	6	42	---	555	51	64	88	27	1	5.10	3	---
TOTALS,----	4	220	239	113.6	87.9	201.5	.958	31	111	1	2123	180	323	335	128	10	7.7	3	6

SCHOOLS.	No. Rooms.	No. Girls.	No. Registered.	Average		No. Registered.		A. Daily Attend.	Per cent. Dropped.	No. Will'd'n.	No. Transferred.	No. Absences.	No. Tard.	No. half days without Absence or Tard.		No. Truants.	Av. Age. Y. M.	Blag. Rec.	Teachers.		
				Boys.	Girls.	Boys.	Girls.							Boys.	Girls.				Absent.	Tard.	
WASHINGTON BRANCH SCHOOLS.	4	54	84	27.7	22.8	50.5	48.1	.952	10	36	---	958	61	159	141	59	1	6.6	8	85	13
	3	34	36	9.7	11.	20.7	10.8	.943	---	19	---	532	32	199	211	128	---	7.9	8	---	---
	2	64	128	32.4	27.3	59.7	57.4	.961	10	49	---	915	31	132	164	77	1	7.1	8	3	---
	1	51	93	28.1	17.7	45.8	43.6	.952	16	37	---	881	58	116	163	46	8	6.7	8	---	4
TOTALS.	4	203	338	97.9	78.8	176.7	168.9	.956	36	141	---	3286	182	606	679	310	10	7.	8	88	17

WOOLSEY DISTRICT.

Table showing the Attendance, &c., in each Room, of all the Schools.

[illegible]

SUMMARY OF STATISTICS.

Table showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	No. Schs.	No. Scls.	No. Regts.	Average No. Registered.		Per cent. Attend.	No. Dropp'd.	No. With'd'n.	No. Transferred.	No. Td.	No. half day without Absence or Tardiness.		No. Trans-cls.	Av. Age. Y. m.	Reg. Sess.	Teachers.	
				Boys.	Girls.						Boys.	Girls.				Absent.	Tard.
High School,....	12	7	385	105.5	195.1	300.6	291.6	76	1	3437	1814	1177	864	1	15.8	19	7
Webster,.....	14	12	604	311.0	278.7	589.7	562.1	238	10	10939	187	1590	824	66	10.11	8	66
Eaton,.....	14	12	674	356.4	271.5	627.9	592.4	306	5	14137	752	1390	593	37	10.9	5	139
Wooster,.....	14	12	667	337.7	234.0	571.7	540.1	283	18	12489	489	1356	511	133	10.5	13	50
Dwight,.....	14	12	622	337.7	291.3	609.6	563.9	295	4	11295	290	1560	896	5	10.11	15	156
Skinner,.....	14	12	612	312.3	280.8	593.1	559.0	218	10	13486	957	1232	1128	385	10.10	9	145
Washington,...	14	12	667	302.7	308.8	611.5	582.3	266	4	11433	218	1879	1343	662	11.6	8	165
Woolsey,.....	11	9	478	227.9	257.9	485.8	462.4	151	7	9563	411	1436	1069	514	10.5	8	27
Hamilton,.....	14	13	650	282.9	337.9	620.8	593.3	83	1	10844	543	1702	1167	37	9.4	12	25
Cedar St.,.....	16	8	411	196.9	168.1	365.0	343.2	225	13	8903	601	1058	722	306	50	9.3	51
Dixwell Av.,...	8	7	353	182.9	151.6	334.5	317.9	158	8	7951	676	818	887	357	29	9.4	11
South St.,.....	7	6	309	163.3	119.7	283.0	268.7	102	12	5692	359	808	819	370	59	8.10	10
Fair St.,.....	8	4	194	80.6	64.1	144.7	134.0	79	2	4262	314	402	548	180	7	8.7	11
Division St.,...	4	3	171	78.5	79.3	157.8	146.3	115	---	4806	162	284	223	122	---	9.3	15
Edwards St.,...	4	4	223	101.1	94.1	195.2	183.6	81	4	4717	319	390	450	128	9.4	8.3	8
Oak St.,.....	4	4	220	103.1	83.6	186.7	177.6	112	1	3743	207	519	603	249	12	8.4	14
West St.,.....	4	4	220	113.6	87.9	201.5	193.1	71	1	2123	180	323	335	128	10	7.7	3
Wash. Br. Sch's,...	4	4	203	97.9	78.8	176.7	168.9	141	---	3386	182	666	679	310	10	7.	8
Clinton Av.,...	3	3	140	69.4	53.2	122.6	115.1	68	5	2960	291	355	444	192	7	9.	8
German English,	2	2	100	52.5	37.9	90.4	85.2	34	0	1287	155	227	234	96	4	7.10	11
Elm St.,.....	2	2	108	59.9	33.2	93.1	92.5	37	---	216	17	675	699	656	---	8.2	3
Goffe St.,.....	2	2	97	23.9	22.3	46.2	43.2	13	8	1507	263	376	315	174	3	9.6	14
Fair St. Ungrad.,	2	2	100	37.3	46.1	83.4	69.2	59	---	5510	654	29	7	3	21	9.5	11
Whiting St. "	1	1	68	36.1	---	36.1	31.6	46	0	1851	1580	1	---	1	182	12.	9
Clinton Av. "	1	1	43	21.9	0.1	22.0	19.3	21	---	1004	237	29	23	28	42	11.10	7
Alms-house,....	1	1	20	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Totals for 1873-74	104	159	8339	3946.6	3585.0	7531.6	7136.5	3623	114	157141	10273	22115	19303	9716	973	9.94	1647
Totals for 1874-75	104	159	8339	3946.6	3585.0	7531.6	7136.5	3623	114	157141	10273	22115	19303	9716	973	9.94	1647

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. 1-3 days in 1878-9.			No. 1-3 days in 1879-8.		
				All.	Boys.	Girls.	All.	Boys.	Girls.
1	Dwight, -----	12	Miss Harmount,--	223	366	232	163	230	261
2	Hamilton, -----	7	S. M. Gertrude, -	190	278	135	262	300	329
3	Dwight, -----	11	Miss Bernard,---	185	278	246	207	278	264
4	Webster, -----	10	Miss Evarts,	184	237	272	119	214	204
5	Hamilton, -----	8	S. M. Clementine,	162	263	227	120	235	165
6	High, -----	3	Miss Cooper, ---	160	216	160	141	260	171
7	High, -----	5	Miss Ingram, --	158	263	187	166	296	201
8	High, -----	4	Mrs. Biddle, ---	149	281	198	113	278	128
9	High, -----	6	Mrs. Curtis, ---	140	307	155	152	256	210
10	Hamilton, -----	9	S. M. Arsenius,--	134	211	199	206	265	251
11	High, -----	7	Mr. Curtis, -----	132	326	142	----	----	----
11	Eaton, -----	12	Miss Young,----	132	215	209	247	322	275
13	Hamilton, -----	11	S. M. Rita,-----	130	241	179	222	274	249
14	Dixwell,-----	3	Miss Peck,-----	128	169	222	----	----	----
14	Washington Br.,	3	Miss Kelsey, ----	128	199	211	150	200	265
16	Eaton,-----	10	Miss Stevens, ---	121	215	177	114	233	187
17	Washington, ---	12	Miss Warner, ---	111	272	147	----	----	----
18	South St.,-----	6	Miss Pinney, ---	108	180	226	128	202	221
19	Webster, -----	11	Miss Minor, ----	106	209	204	----	----	----
20	Hamilton, -----	10	S. M. Celestine, -	102	206	174	174	288	211
21	Webster, -----	8	Miss Graves, ---	101	232	154	119	182	229
21	South St.,-----	4	Miss Morgan,---	101	196	150	133	238	216

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

No. 7.	Ida M. Avery,	No. 6.	Mary A. Mallahan,
"	Jenny Field,	"	Lizzie Palmer,
"	Ida L. Henry,	"	Alice V. Spang,
"	Alexander McDonald,	"	George L. Andrews,
"	Hyla C. Armstrong,	"	Edward T. Donnelly,
"	Ella J. Banks,	"	Willet A. Hemingway,
"	Lottie C. Barnum,	"	Willis E. Hemingway,
"	Mary R. Burwell,	"	Ernest T. Liefeld,
"	Florence I. Bradley,	No. 5.	John R. Ruff,
"	Joanna M. Flanagan,	No. 4.	Fred. E. Durgy,
"	Hattie H. Harrison,	"	John F. Jackson,
"	Annie I. Hathaway,	"	George E. Robertson.
"	Mary F. McArthur,	No. 3.	George Ferguson.
"	Hattie M. Price,	"	Stephen J. Maher, 2 years,
"	Augusta E. Siebke,	"	Herbert H. White.
"	Minnie E. Somers,	No. 2.	Lillian I. Clark,
"	Kittie A. Yanz,	"	Jessie A. Fisk,
"	Charles S. Churchill,	"	M. Etta Warner,
"	Frederick B. Clemmons,	"	Lizzie A. Rice,
"	George P. Durham,	"	Louis H. Chamberlain,
No. 7.	John H. Gates,	"	Frank L. Hudson,
"	Edward K. Roberts.	"	Charles P. Layne,
No. 6.	Ida E. Bushnell,	"	Louis J. Schiller,
"	Ida E. Eaton,	"	William H. Robinson.
"	Nellie A. Elliott,	No. 1.	Andrew B. Wilkinson,
"	Mary J. Fahy,	"	Estella A. Welch.
"	Lottie M. Hughes,		

WEBSTER SCHOOL.

No. 12.	Louisa Dambacher, 3 years.	No. 9.	Florence Gilbert,
"	Annie Gilbert,	"	Ella Ingoldsby,
"	Dora Morstatter,	"	Ellen Keough.
"	Carrie Parsons, 2 years,	No. 8.	Willie Clay,
"	Mary Powers,	"	Henry Hall,
"	Charles Bucholz,	"	Brennan Keating,
"	Gustave Gruener, 2 years,	"	George Fisk,
"	James E. Galvin, 2 years,	"	Charles Nicklas,
"	William Hoggson.	"	Carrie Rexroth,
No. 11.	Frederick Bartlett,	"	Sophie Rexroth.
"	Thomas Bennett,	No. 7.	Willie Kinney,
"	George Downs,	"	David Richards,
"	John Gavin,	"	Sarah Merriman,
"	Fennie Hubbell, 2 years,	"	Huldah Liefeld,
"	Herbert Pedrick,	"	Mary Barties.
"	James Gallagher,	No. 6.	Freddie Dickerman,
"	Kitty Arnold,	"	Janie Ginty,
"	Sarah Owens, 3 years,	"	Wilber Smith.
"	Allen Devine.	No. 5.	Frank Altman,
No. 10.	Herbert A. Clark,	"	Christopher Ledwith,
"	William D. Mead,	"	Ella St. Clair.
"	Joseph L. Kinney,	No. 4.	John Ginty,
"	Mary E. McPartland.	"	Robert Keating,
No. 9.	Anthony Hughes,	"	Frank Reigel,
"	Peter Rowen,	"	Emma Schlein.
"	Charles Strong, 3 years,	No. 3.	John Merriman.
"	Lizzie Bradley,	No. 2.	Mamie Grace.

SOUTH STREET SCHOOL.

No. 6.	Mary Wrinn,	No. 3.	John Richards.
"	Olive Dodd, 4 years.	No. 2.	Maggie Kessell,
No. 5.	Effie Dodd, 2 years.	"	Annie Dunlap.
No. 4.	Willie McCue.		

The following names were omitted *last year*, by oversight, and are now entered as deserving credit for punctuality during that year.

No. 6.	Mary Genot, 2 years.	No. 4.	John Brady,
"	Laurence Rourke,	"	Mary Devanny,
"	Olive Dodd, 3 years.	"	Effie Dodd.
No. 5.	Willie Galvin.	No. 3.	Jennie Taylor,
No. 4.	Josie Hoppie,	"	Georgianna Williams.
"	Kate Noran,		

OAK STREET SCHOOL.

No. 4.	Michael Leonard,	No. 2.	Emma Blieske,
"	Hattie Elliott.	"	Maggie Dippold,
No. 3.	Emil Altman.	"	Hannah Hopcroft,
No. 2.	John Moriarty,	"	Ophelia B. McKenzie.

EATON SCHOOL.

No. 12.	Hattie Barnes,	No. 6.	Frank Benton,
"	James Finnegan,	"	Charles Coleman,
"	Harry Lines,	"	Myram Dunham,
"	Emily Siebke,	"	James Eagan,
"	Frank Hudson,	"	Richard Westbrook.
"	David McNamara,	No. 5.	Willie Krooner,
"	Fred. Chatfield,	"	Tommie Lynch.
"	Frank Smith.	No. 4.	Nicholas Berger,
No. 9.	Clara Sherman.	"	Minnie Lane.
No. 8.	Walter Pond.	No. 3.	Philip Pond.
No. 7.	James McNamara,	No. 1.	Sarah Rohan.
"	Cora Rickerbacker.		

WOOSTER SCHOOL.

No. 12.	Robert Dunning,	No. 9.	Edward Dietter,
"	Julia Dunning,	No. 8.	Aleck Cummings,
"	Ella McColliffe,	"	Aleck Christie,
"	Ida Welch,	"	Edward Maher,
"	George Ferguson,	"	Albert Brockett,
"	Stephen Maher,	"	Katie McGrath,
"	Joseph McGuire.	"	Ellen Reed,
No. 11.	Willie Jones,	"	Mary Ronan.
"	Gracie Perry.	No. 6.	John Donahue.
No. 10.	Delia Dugan,	No. 4.	Joseph Reilly.
"	Anna McArthur.		

HAMILTON SCHOOL.

No. 11.	Eliza Beegan,	No. 8.	Mary Halligan,
"	Lizzie Gallagher,	"	Bridget Cronin, 6 ys., tard. 1.
"	Dennis Cahill.	No. 7.	Lucy Myers,
No. 10.	John Mochler,	"	Mary Daly,
"	Eddie Brophy,	"	Mary Healy,
"	Mattie Heery,	"	Mary Carroll,
"	Willie Brown.	"	Bridget Dunn,
No. 9.	Mary Joy.	"	Annie Morrissey,
No. 8.	John Keefe, 2 years,	"	Daniel Crowley,
"	Michael Sullivan, 2 years,	"	Alfred Torpy,
"	Michael Moran, 2 years,	"	John Donnelly,
"	Willie Carr,	"	John O'Connor,
"	Willie Conlin,	"	James Heany.
"	Willie Moran,	No. 6.	Michael Berrigan,
"	James Leaden,	"	Peter Sullivan.
"	Henry Doolan,	No. 5.	Thomas Bohan,
"	Joseph McMahon,	"	Thomas Mochler.
"	Mary Adelhurst,	No. 4.	Noel Forsie.
"	Mary Dargan,	No. 3.	John Heery,
"	Maggie Heery,	"	Patrick Keefe,
"	Maggie Shanley,	"	Winnie Healy.

FAIR STREET TRAINING SCHOOL.

No. 4.	Rebecca McColliffe,	No. 4.	Maria Taxter.
"	Louisa McColliffe,		

GERMAN-ENGLISH SCHOOL.

No. 2.	George Felsburg,	No. 2.	Chas. Macheleidt, 4 terms.
"	Edward Gruener, 4 terms,	No. 1.	Julius Popp, 5 terms.

DWIGHT SCHOOL.

No. 12.	Louise Kirschner, 3 years,	No. 8.	Estella Trecartin,
"	Susie Dibble, 2 years,	"	Fred. Dudley,
"	Stella Russell, 2 years,	"	Frank Hemingway,
"	Annie Hodgson, 1 yr. 2 terms.	"	Charlie Kirschhoff.
"	Nellie Riggs, 1 yr. 1 term,	No. 7.	Lulu Clark,
"	Lizzie Crowe,	"	Maggie McGinnis,
"	Alice Merrick,	"	Ella Cannon,
"	Patrick Carroll,	"	Jesse Bright,
"	Bennie Cudworth.	"	Mary Smith.
No. 11.	Ella McGrath,	No. 6.	John Crabbe,
"	Julia Craig,	"	Bertie Doolittle,
"	Hattie Mills,	"	Arthur Bristol.
"	Lillie Sperry.	No. 4.	Mamie Burns,
No. 10.	Daisy McLinn.	"	Martha Blakeslee,
No. 9.	Hattie Linsley,	"	Frank Nettleton, 2 years,
"	Charles Ball, 1 yr. 1 term.	"	Robert Granfield.
No. 8.	Minnie Tuttle,	No. 3.	Katie Burns.
"	Maggie Williams,		

DIXWELL AVENUE SCHOOL.

No. 7.	Willie Kirschner, 2 years,	No. 4.	Jacob Richards,
"	Edwin Richards, 2 years,	"	Fred. Wilcox,
"	John Richards.	"	Katie Coffay.
No. 5.	Frank Wagner, 2 years,	No. 3.	Bessie Corwin,
"	George Donovan,	"	John Smith.
"	John Conley.		

DIVISION STREET SCHOOL.

No. 3. Lida Meeker,		No. 3. Myron Meeker.
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SKINNER SCHOOL.

No. 11. Alfred Buckingham, 4 years,	No. 8. James Cunningham, 2 years,
" George Adt, 3 years,	" Joseph Lutz, 2 years,
" Florence Stokes, 2 years.	" James Reynolds.
No. 10. James Flynn, 3 years,	No. 7. Charles Miller,
" Henry Redfield, 2 years,	" Agnes Brown,
" Maggie Conlan, 2 years,	" Emma Stevens.
" Clinton Hague,	No. 6. Hattie Bishop,
" Eddie Simpson,	" Eddie Hermance.
" George Merrick.	No. 5. John Cummins,
No. 9. Freddie Schussler,	" Willie Reynolds, 3 years,
" Katie Sullivan, 2 years.	" Lillie Twitchell.
	No. 4. John Conlan, 2 years.

EDWARDS STREET SCHOOL.

No. 4. Thomas Cunningham.

WASHINGTON SCHOOL.

No. 12. Isabella Gaffney,	No. 8. Henry Zorn,
" Louis Kraus.	" Francis Coyle.
No. 11. Charles Hart, 2 years,	No. 7. Ernest Livingston, 2 years,
" Fred. Hartung,	" Joseph White,
" Walter Maltby, 2 years,	" James Nichols, 2 years,
" Ernest Nichols, 2 years,	" Eliza Hine.
" Lizzie O'Brien,	No. 6. Fred. Gaffney.
" Mattie Osborn,	" Joseph Heustis,
" William Whelan,	" Jennie Densmore.
" William McCoy.	No. 5. Sadie Kenney,
No. 10. Louis Fenouillet, 3 years,	" Jennie Allen,
" Ferdinand Fenouillet, 3 yrs.,	" Lizzie Melius,
" August Gensbauer,	" Charlie Coyle, 2 years.
" Alice Lovell, 2 years,	No. 4. James Moran, 2 years.
" Katie McDermott,	No. 3. Jennie Shank,
" Lita Curtiss, 3 years.	" Fannie Wilkinson,
No. 9. Henry Fresenius,	" Ella Northrop,
" Frank Smith,	" Louisa Hoffman,
" Eddie Hotchkiss.	" John Hart,
	" Joseph Moquet.

CEDAR STREET TRAINING SCHOOL.

No. 8. Hugh Mullen, 2 years,	No. 7. John Lynch.
" Eddie Phelps,	No. 6. William Dowd.
" Willie Toole.	No. 5. John Ruttiger.
No. 7. Lena Arnold,	No. 4. Michael Dowd.
" Willie Nagel,	No. 3. Philip Smith.
" Maggie Beukler,	

WEST STREET SCHOOL.

No. 4. Carrie Cook,	No. 3. John Fee.
" Alice Peckham,	No. 2. Anthony Allen,
" Joseph Brown.	" Gilbert Bush,
No. 3. Patrick Eagan,	" George Salisbury,
" Ralph Otis,	" Willie Murphy,

WOOLSEY SCHOOL.

No. 8.	Ernest Ball,	No. 6.	Jennie Hemingway,
"	Fred. Perry,	"	Mary Terry, 3 years,
"	Maggie Strahan,	"	George Moulthrop, 3 years.
"	Nettie Wilson,	No. 5.	John Clark.
"	Jennie Moulthrop,	No. 4.	Lewis Bradley,
"	Wallace Cooper,	"	George East.
"	Frank Kellogg.	No. 2.	Artie Barnes.
No. 7.	Katie F. Galligan.		

CLINTON AVENUE SCHOOL.

No. 2. Eddie Brennan, 2 years.

N. B.—The punctuality of pupils passing from one school to another should be preserved; but teachers must be careful to obtain evidence of *previous* punctuality of the scholar, from the *written statement* of the teacher of the school from which the pupil comes.

HIGH SCHOOL TEXT BOOKS.

French's Common School Arithmetic.	Collier's History of English Literature.
Sanford's Analytical Arithmetic.	Kerl's Common School Grammar.
Packard's Complete Course of Business Training.	Town and Holbrook's Progressive Fifth Reader.
Robinson's New Elementary Algebra.	Lovell's Progressive Fifth Reader.
Loomis's Geometry.	Town's New Speller and Definer.
Davies' Trigonometry.	Henderson's Test Words.
Cooley's Natural Philosophy.	Harkness' Latin Grammar.
Steele's Fourteen Weeks in Chemistry.	Harkness' Latin Reader.
Dana's Text Book of Geology.	Harkness' Cæsar.
Steele's Fourteen Weeks in Astronomy	Searing's Virgil.
Hutchison's Physiology and Hygiene.	Otto's German Conversation Grammar.
Wood's Botanist and Florist.	Leben und Lob des Heiligen Rothkappchens.
Bloss's Ancient History.	Reife als Däfel.
Modern History.	Marie Stuart.
Mitchell's Physical Geography.	Magill's French Grammar.
Anderson's Pictorial United States.	
Hart's Composition and Rhetoric.	

TEXT BOOKS USED IN THE PUBLIC SCHOOLS OF
NEW HAVEN.

Lovell's Readers. Series.	Anderson's Pictorial History of the United States.
Town's Speller.	Spencerian System Penmanship.
French's Arithmetic. Series.	Jepson's Music Readers.
Kerl's English Grammar.	Bail's System and Charts in Drawing.
Mitchell's Geography.	

TEACHERS APPOINTED FOR THE YEAR 1874-75,

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL, <i>Orange Street, cor. Wall.</i>		T. W. T. CURTIS, <i>Principal</i> ,---	\$3,000	213 Orange.
		JAMES D. WHITMORE,-----	2,500	32 York sq. pl.
		Virginia H. Curtis,-----	1,200	213 Orange.
		Mary A. Marshall,-----	850	7 Library.
		H. Fannie Parish,-----	800	46 College.
		S. Louise Coy,-----	800	147 Orange.
		Anna L. Biddle,-----	800	129 College.
		Mary C. Tuttle,-----	800	520 Chapel.
		Mary W. Storrs,-----	800	273 Orange.
		Fanny A. Haskell,---	750	133 College.
		Julia I. Stow,-----	750	29 Wooster.
		Annie S. Johnson,-----	400	290 E. Grand.
		Sara E. Husted,-----	350	72 Dixwell av.
			\$13,800	
WEBSTER SCH., <i>George Street, cor. York.</i>		WEBSTER DISTRICT.		
		JOHN G. LEWIS, <i>Principal</i> ,---	\$2,500	516 How'd av.
	12	Maggie Baird,-----	750	60 Liberty.
	12	Ada T. Somers,-----	400	200 Goffe.
	11	Lucy A. Minor,-----	700	
	10	Bessie C. Blakeman,-----	650	43 Dwight.
	9	Julia A. Malcolm,-----	650	132 Olive.
	8	Maria A. Graves,-----	650	532 Chapel.
	7	Clara A. Hurlbut,-----	650	641 Chapel.
	6	Edith E. Johnson,-----	600	101 Green.
	5	Anna R. Hubbell,-----	450	3 Dow.
	4	Eva L. Griffing,-----	500	188 Wooster.
	3	Eliza A. Benham,-----	500	67 Howe.
	2	Nettie L. Leonard,-----	500	West Haven.
	1	Fannie E. Graves,-----	600	532 Chapel.
			\$10,100	
SOUTH STREET SCHOOL.	6	LUCY A. F. PINNEY,-----	\$900	193 George.
	6	S. Evelyn Manning,-----	350	88 Bradley.
	5	Lizzie M. Healy,-----	600	16 Factory.
	4	Frederika J. Harrison,-----	450	Park, cor. So.
	3	Hannah M. Chamberlain,---	550	45 Park.
	2	Rebecca P. Arnold,-----	500	30 Meadow.
	1	Mary A. Pinney,-----	650	108 Sylvan av.
			\$4,000	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
OAK ST. SCHOOL.	4	Louise G. Wolcott,	\$500	101 Sylvan av.
	3	Laura E. Lampson,	400	15 Park.
Cor. Greenwood.	2	Mary J. Alden,	450	34 Kensington.
	1	Ruth Gorham,	400	231 Crown.
			\$1,750	
WHITING ST., UNGRADED.		John M. Hart,	\$1,000	88 Wall.
EATON DISTRICT.				
EATON SCHOOL.		JOSEPH GILE, <i>Principal</i> ,	\$2,500	264 State.
	12	Reugene L. Young,	750	14 Clark.
Jefferson Street,	12	Mary F. Frisbie,	400	9 Lyon.
cor. St. John.	11	Julia A. Bidwell,	700	5 Osborn.
	10	Effie E. Stevens,	650	67 Wooster.
	9	Heppie E. Goodrich,	650	141 Church.
	8	Mary J. Bronson,	650	171 Trumbull.
	7	Susie S. Sheridan,	550	291 Orange.
	6	Julia Hovey,	650	125 St. John.
	5	Kate H. Candee,	600	39 Clark.
	4	Katie Smith,	550	132 College.
	3	Mary C. Durrie,	500	15 Lyon.
	2	Flora A. Loper,	500	68 Bradley.
	1	Mary J. Hayes,	600	410 State.
			\$10,250	
WOOSTER DISTRICT.				
WOOSTER SCH.		RALPH H. PARK, <i>Principal</i> ,	\$2,500	East Haven.
	12	Almena A. Giddings,	750	97 Chapel.
Wooster Street,	12	Emma L. Bishop,	350	77 Hamilton.
cor. Wallace.	11	Annie E. Pigott,	700	132 Hamilton.
	10	Mary A. T. Conelly,	650	68 Columbus.
	9	Almira W. Brooks,	650	64 Chapel.
	8	Julia E. Thatcher,	650	20 Chestnut.
	7	Joanna Gleeson,	450	106 Wallace.
	6	G. E. M. Bell,	600	64 Chapel.
	5	Emma E. Burwell,	600	376 George.
	4	Mary C. Gorham,	550	38 Prout.
	3	Ella A. Beach,	500	163 St. John.
	2	Ida V. Huke,	450	270 Orange.
	1	Harriet C. Miles,	600	35 Fair.
			\$10,000	
FAIR STREET TRAINING SCH.				
		CATHARINE BUTTS, <i>Principal</i> ,	\$900	199 George.
	4	Hattie E. Bradley,	300	293 Elm.
	4	Ella E. Smith,	300	69 Wooster.
	3	Emma F. Weld,	250	99 Wall.
	3	Fannie E. Harrison,	200	18 Warren.
	2	Nellie J. Guinan,	250	183 Olive.
	2	Hortense A. Darling,	200	184 Exchange.
	1	Lily W. Sheridan,	300	291 Orange.
	1	Nettie A. Scranton,	200	295 Orange.
			\$2,900	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
FAIR STREET, UNGRADED.	2	MARIETTA WILDMAN,.....	\$550	21 Clark.
	1	Emily A. Wildman,.....	550	21 Clark.
			\$1,100	
GERMAN-ENG.	2	HERMAN TRISCH,.....	\$1,200	117 Water.
	1	Angenette T. Marchal,.....	600	300 Grand.
			\$1,800	
HAMILTON ST. SCHOOL, <i>Bet. Hamilton and Wallace, near Grand.</i>		S. M. AGNES WELCH,.....	\$1,200	267 Franklin.
	12	" Helena Chorlton,.....	700	" "
	11	" Rita Shea,.....	650	" "
	10	" Celestine Wall,.....	650	" "
	9	" Arsenius Caden,.....	650	" "
	8	" Clementine Kenney,....	600	" "
	7	" Gertrude Roach,.....	550	" "
	6	" Germaine Whelan,.....	550	" "
	5	" Patricia Carney,.....	550	" "
	4	" Maria Murray,.....	400	" "
	3	Mary F. Leary,.....	500	24 Locust.
	2	S. M. Ambrosia Coonan,....	500	267 Franklin.
	1½	Mary E. Hall,.....	550	75 Grand.
	1	S. M. Cyril Welch,.....	600	267 Franklin.
			\$8,650	
DWIGHT SCHOOL, <i>Martin Street, cor. Gill.</i>		DWIGHT DISTRICT.		
		L. L. CAMP, <i>Principal</i> ,.....	\$2,500	595 Chapel.
	12	Mary F. Harmount,.....	650	68 Greenwood.
	12	Anna W. Parish,.....	500	46 College.
	11	Emma S. Bernard,.....	700	595 Chapel.
	10	Harriet E. Judson,.....	650	70 Howe.
	9	Clara I. Bradley,.....	650	293 Elm.
	8	Kate E. Chapman,.....	650	241 Elm.
	7	Willa J. Gibson,.....	600	44 Edwards.
	6	Emma E. Lincoln,.....	600	57 Martin.
	5	Jessie Craig,.....	600	14 Univers. Pl.
	4	Gertrude L. Cooper,.....	500	124 Dwight.
	3	S. Ellen Brown,.....	350	96 Broadway.
	2	Fannie C. Upson,.....	450	105 College.
	1	Charlotte Hills,.....	600	37 College.
			\$10,000	
DIXWELL AV. SCHOOL.	7	SARAH E. HUGHES,.....	\$900	East Haven.
	7	Emma E. Cowap,.....	350	Westville.
	6	Fannie T. Munson,.....	600	133 College.
	5	Anna G. Kennedy,.....	600	156 York.
	4	Sarah S. Benham,.....	550	67 Howe.
	3	Nellie A. Peck,.....	550	141 York.
	2	Fannie A. Baldwin,.....	600	10 Univers. Pl.
	1	Martha M. Dudley,.....	500	202 Martin.
			\$4,650	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
DIVISION STREET SCHOOL.	4	JENNIE E. BARBER,	\$700	
	4	Marie J. Quinley,	400	34 Gill.
	3	Fannie M. Bryant,	600	184 Division.
	2	Luella Bartholomew,	450	10 Lock.
	1	Livia M. Jordan,	500	Cor. Newhall and Thomp.
			\$2,650	
ELM STREET SCHOOL.	2	CORNELIA SARGEANT,	\$600	348 Elm.
	1	Emma C. Judd,	550	30 Martin.
			\$1,150	
SKINNER SCHOOL,		SKINNER DISTRICT.		
<i>State Street, cor. Summer.</i>		HENRY C. DAVIS, <i>Principal</i> , ..	\$2,500	43 Clark.
	12	Sarah A. Tucker,	750	19 Audubon.
	12	Mary E. Weld,	400	99 Wall.
	11	Mary J. Curtis,	700	16 Audubon.
	10	Ella J. Bronson,	650	502 State.
	9	Sarah A. Mallory,	650	19 Audubon.
	8	Ellie L. McGuire,	650	33 Court.
	7	Ann E. Loper,	650	68 Bradley.
	6	Mary J. Morris,	600	2 William.
	5	Mary E. Root,	450	139 Hamilton.
	4	T. Elsie Terrill,	550	49 Collis.
	3	Emma E. Beach,	500	163 St. John.
	2	Juliet E. Peck,	450	202 Orange.
	1	Carrie M. Galpin,	550	25 Eld.
			\$10,050	
EDWARDS ST. SCHOOL.	4	MAGGIE T. BRYDEN,	\$600	25 Humphrey.
	3	Alice J. Serviss,	400	331 East.
	2	Hattie J. Bushnell,	400	40 Whitney av.
	1	M. Carrie Strickland,	450	42 Whitney av.
			\$1,850	
WASHINGTON SCHOOL,		WASHINGTON DISTRICT.		
<i>Howard Avenue, cor. Putnam St.</i>		GEORGE R. BURTON, <i>Principal</i> , ..	\$2,500	51 Sylvan av.
	12	Emily E. Warner,	750	20 Portsea.
	12	Annie C. Norman,	350	69 Howe.
	11	Julia M. Catlin,	700	73 Washington.
	10	E. Josie Cargill,	600	466 How'd av.
	9	Fannie A. Butler,	500	22 Prince.
	8	Ella J. Reilly,	600	337 Cedar.
	7	Laura T. Cannon,	550	118 Columbus.
	6	Catharine C. Jones,	600	29 Columbus.
	5	Cordelia M. Lyon,	450	170 George.
	4	Rosalie G. Maher,	500	30 Portsea.
	3	Jennie R. Catlin,	350	76 Columbus.
	2	Adele T. Howarth,	350	34 Vernon.
	1	Alice F. Gillette,	400	15 Columbus.
			\$9,200	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
CEDAR STREET TRAINING SCH. <i>Cor. Washington.</i>		CLARISSA B. WILLIAMS, <i>Prin.</i> ,.....	\$1,500	74 Portsea.
	8	Martha E. Chapman,	450	161 George.
	8	Carrie B. Root,	200	609 Chapel.
	7	Eunice L. Williams,	250	6 Silver.
	7	Hattie R. Townsend,	200	29 Martin.
	6	Rosina Allan,	250	189 George.
	6	Hattie Roemer,	200	184 Chapel.
	5	Lillian M. Bedell,	300	321 Cedar.
	5	Maggie P. Moffatt,	200	225 Franklin.
	4	Carrie E. Blakeslee,	250	16 Beers.
	4	Sarah C. Day,	200	10 College.
	3	Ella F. Healy,	200	66 St. John.
	2	Annie E. Hayes,	200	279 Orange.
	2	Georgia S. Janes,	200	16 George.
	1	Ines E. Nettleton,	400	91 Dwight.
	1	Beza T. Healey,	200	66 St. John.
			\$5,200	
WEST STREET SCHOOL.	4	Mary E. Willoughby,	\$400	7 Christopher.
	3	Maggie A. Byrne,	450	62 Daggett.
	2	Lottie A. Riggs,	400	92 Dwight.
	1	Eva J. Phelps,	400	10 Washington.
			\$1,650	
WASH. BR. SCH., <i>City Point.</i> <i>Carlisle Street.</i>	4	Martha May,	\$500	29 Columbus.
	3	Jennie C. Kelsey,	400	3 Howard av.
	2	Marian L. Livingston,	600	125 Columbus.
	1	Kate M. Conlan,	400	313 Water.
			\$1,900	
WOOLSEY DISTRICT.				
WOOLSEY SCH., <i>Woolsey Street,</i> <i>cor. Poplar.</i>		MARK PITMAN, <i>Principal</i> ,	\$2,500	25 Atwater.
	12	Maria L. Breen,	750	55 Lombard.
	12	M. Louise Johnson,	350	290 East Grand.
	11	Nellie B. Morse,	650	S. Quinpiac.
	10	Lottie D. Butler,	600	112 Ferry.
	9	Mary L. Lee,	650	162 Grand.
	8	Fannie I. Bunce,	550	113 Poplar.
	7	Sarah J. Gibson,	500	44 Edwards.
	6	Jennie E. Ford,	400	46 Martin.
	5	F. Isabel Swift,	450	125 Wolcott.
	4	Sarah U. Bartram,	500	84 William.
	3	Alice Darrow,	350	170 Ferry.
	2	A. C. Ruth Siebke,	450	116 Wooster.
	1	Ella H. Clarke,	500	25 Clinton av.
			\$9,200	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
GRAND ST. SCH.,	4	Mary J. Warren,	\$500	Bridgeport.
	3	Jennie E. Avery,	500	89 E. Grand.
Bel. Clinton Av.	2	Mary Kilbride,	400	229 Franklin.
and Perkins.	1	Ella E. Merchant,	500	25 E. Grand.
			\$1,950	
GRAND STREET, UNGRADED.		Dwight F. Walbridge,	\$600	25 Atwater.
		<i>Instructor in Vocal Music.</i>		
		B. Jepson,	\$2,500	20 Grove.
		<i>Instructor in Drawing.</i>		
		Louis Bail,	\$2,500	43 Park.

JANITORS APPOINTED FOR 1874-75.

Eaton School,	Nehemiah Bristol,	\$575	250 Franklin.
Webster School,	John M. Mattingley,	575	6 College.
Dwight School,	George W. Judd,	575	66 Martin.
Wooster School,	David Sturgis,	575	94 Wallace.
Skinner School,	Henry S. Loper,	575	68 Bradley.
Washington School,	James O'Brien,	600	18 Salem.
Woolsey School,	Moses Jones,	575	Fair Haven.
Hamilton School,	Patrick Hall,	600	83 Grand.
Cedar St. School, }	Henry W. Blakeslee,	500	77 Washington.
Whiting St. School, }			
High School,	Thomas W. Beecher,	575	29 Washington.
Dixwell School,	John W. Munson,	400	100 Webster.
South St. School,	Isaac Martyn,	300	37 Olive.
Fair St. School,	Isaac Martyn,	300	37 Olive.
Division St. School,	James Henry,	200	Shelton av.
Edwards St. School,	Henry S. Loper,	200	68 Bradley.
Oak St. School,		200	
Small Schools, Evening Schools, Office, estim.,		675	

\$8,000

NEW HAVEN CITY SCHOOL DISTRICT,
SCHOOL CALENDAR FOR 1874-5.

1874.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY	1875.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
<i>Sept.</i>			1	2	3	4	5	<i>Mar.</i>		1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
<i>Oct.</i>					1	2	3	<i>April.</i>					1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	
<i>Nov.</i>	1	2	3	4	5	6	7	<i>May.</i>	2	3	4	5	6	7	8
	8	9	10	11	12	13	14		9	10	11	12	13	14	15
	15	16	17	18	19	20	21		16	17	18	19	20	21	22
	22	23	24	25	26	27	28		23	24	25	26	27	28	29
	29	30							30	31					
<i>Dec.</i>			1	2	3	4	5	<i>June.</i>			1	2	3	4	5
	6	7	8	9	10	11	12		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
	20	21	22	23	24	25	26		20	21	22	23	24	25	26
1875.	27	28	29	30	31			<i>July.</i>	27	28	29	30			
<i>Jan.</i>						1	2						1	2	3
	3	4	5	6	7	8	9		4	5	6	7	8	9	10
	10	11	12	13	14	15	16		11	12	13	14	15	16	17
	17	18	19	20	21	22	23		18	19	20	21	22	23	24
	24	25	26	27	28	29	30		25	26	27	28	29	30	31
	31														
<i>Feb.</i>		1	2	3	4	5	6	<i>Aug.</i>	1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
	28								29	30	31				

Fall Term begins Tuesday, September 1; ends Dec. 24.=15 weeks 4 days.

Winter Term begins Monday, January 4; ends April 27.=15 weeks 4 days.

Summer Term begins Thursday, May 6; ends July 2.= 8 weeks 2 days.

Number of school weeks in the year, =40

NOTE.—School Days are printed in prominent figures.

Annual State Fast (Good Friday), March 26.

State Teachers' Association, October 23.

COURSE OF STUDY.

GRADE I.

Average age, 6 years 9 months. Range of ages from 5 to 9 years.

FIRST YEAR—FIRST TERM.

Reading.—Lessons from cards and blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Charts Nos. 1, 2 and 3.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not*, proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

SECOND TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Charts, Nos. 1 to 3.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc.

<i>Morals,</i>	} Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."
<i>Manners,</i>	
<i>Maxims.</i>	

THIRD TERM.

Reading.—First Reader completed. Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters, teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Charts, Nos. 2 to 4.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, teacher placing the exercises on the blackboard. Review Definitions at close of term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home: materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right; in everything; at all times.

GRADE II.

Average age, 8 years 6 months. Range of ages from 7 to 11 years.

SECOND YEAR—FIRST TERM.

Reading.—Second Reader. Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Charts Nos. 5 and 6.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher improvising in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review Definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

SECOND TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 6.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35, Jepson's Music Reader, Book First. Teachers improvise same class of exercises at each lesson. Drill 15 minutes. Review Definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses; their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

THIRD TERM.

Reading.—Second Reader finished.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Chart No. 7.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred. French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work.

Singing.—Finish Chapter 39, Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained? What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

GRADE III.

Average age, 9 years 10 months. Range of ages from 8 to 13 years.

THIRD YEAR—FIRST TERM.

Reading.—Third Reader begun. Observe directions previously given. Special care to be taken to express the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Spelling.—Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis (p. 13). Explain the *Key Mark* and its use (43, p. 7); also the marks indicating long and short sounds (1 and 2, p. 6.) Spell orally and by writing. Teach the table of elementary sounds (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Charts Nos. 6 and 7.

Arithmetic.—French's First Lessons continued. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Also dictation exercises. Roman numerals to one thousand.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book First. Spend six weeks on the subject of Chapter 40, improvising at each exercise. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employments. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

SECOND TERM.

Reading.—Third Reader. Directions as in the last term's work.

Spelling.—Town's Speller. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 7 and 8.

Arithmetic.—French's First Lessons completed. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book First. Spend four weeks each, on chapters 42, 45, 48. Improvise at each exercise. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

THIRD TERM.

Reading.—Third Reader. Directions as before.

Spelling.—Town's Speller. Directions as last term.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic begun. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher.

Singing.—Finish Chapter 52, Jepson's Music Reader, Book First. Spend four weeks each on chapters 49, 50 and 51. Improvise single part exercises frequently. Daily drill, 15 minutes. Review Definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

GRADE IV.

Average age, 11 years 4 months. Range of ages from 9 to 14 years.

FOURTH YEAR—FIRST TERM.

Reading.—Third Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also, the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—Practice paper and Writing Book, No. 1, to be commenced. Analysis of principles to be required.

Drawing.—Charts Nos. 9 and 10.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instruction lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

SECOND TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Books Nos. 1 and 2 to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 10 and 11.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review Definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two examples of each to be thoroughly studied. Also, color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence, in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

THIRD TERM.

Reading.—Third Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, with practice paper and analysis.

Drawing.—Charts Nos. 11 and 12.

Arithmetic.—French's Elementary to compound numbers, in connection with dictation exercises for mental practice.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Birds. Classification same as last term. The following to be studied: vulture, mocking bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc.

The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

GRADE V.

Average age, 12 years 7 months. Range of ages from 11 to 15 years.

FIFTH YEAR—FIRST TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.

Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the notation found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Charts Nos. 12 and 13.

Arithmetic.—French's Elementary, to Fractions. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage; the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

SECOND TERM.

Reading.—Fourth Reader. Give careful attention to modulation.

Spelling.—Town's Speller. Give occasional exercises on prefixes and suffixes of words.

Writing.—Book 3, with practice paper.

Drawing.—Charts Nos. 13 and 14.

Arithmetic.—French's Elementary finished. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary, finished and reviewed.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each chapter, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right *choice* of objects; right *way* of securing them; right *time* for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 4 and practice paper.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School begun, or review Elementary. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate.

Singing.—Finish Chapter 49, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly: whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Written sentences suggested by oral instruction on Grammar. Sentences containing parts of speech.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.

Average age, 13 years 4 months. Range of ages from 12 to 16 years.

SIXTH YEAR—FIRST TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Book, No. 4, with practice paper and analysis.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School, to Compound Numbers. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, to the Middle States.

Grammar.—Kerl's First Lessons.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, teacher improvising single part exercises on the subject of each lesson; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's *MANUAL OF COMMERCE*.)

Language.—Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit; importance of good; consequences of bad. Who are slaves under control of habit?

SECOND TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School, to Factors and Multiples. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Map of California, etc.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See *MANUAL OF COMMERCE*.)

Language.—Some objects from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5, with practice paper and analysis.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School, to Converse Operations. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, to South America.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. (See *MANUAL OF COMMERCE*.)

Language.—Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

GRADE VII.

Average age, 14 years 2 months. Range of ages from 12 to 16 years.

SEVENTH YEAR—FIRST TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Books, Nos. 5 and 6, with practice paper. Analysis and blackboard illustrations. Selections of higher numbers of books may be made.

Drawing.—Chart No. 18.

Arithmetic.—French's Common School to Percentage. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Great Britain; three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

SECOND TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Books. Selection by Principal.

Drawing.—Chart No. 19.

Arithmetic.—French's Common School to Interest. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, etc.; as last term.

Geography.—Mitchell's Intermediate, to Asia; three lessons a week.

History, U. S.—Anderson's Pictorial School; two lessons a week.

Singing.—Jepson's Music Reader. Same as for second term, grade six.

Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and employed.

THIRD TERM.

Reading.—Fifth Reader as last term.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book, selected.

Drawing.—Chart No. 20.

Arithmetic.—French's Common School to Ratio and Proportion. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, finished; two lessons a week.

History, U. S.—Anderson's Pictorial School; three lessons a week.

Singing.—Jepson's Music Reader. Same as for the third term, grade six.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.

EIGHTH YEAR—FIRST, SECOND AND THIRD TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words. 2d term, finish; 3d term, review.

Writing.—As in Grade VII.

Drawing.—Charts 18, 19 and 20.

Arithmetic.—1st term, French's Common School to Progression. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Kerl's First Lessons, or Common School.

History, U. S.—Anderson's Pictorial School.

Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.

<i>Oral Instruction,</i> <i>Language,</i> <i>Morals and Manners.</i>	}	As during first term, Grade VII, or any topic previously given.
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N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

HIGH SCHOOL COURSE.

FIFTH CLASS.

First Term (20 weeks).

Arithmetic.
 English Grammar.
 Geography and
 History United States.

Second Term (20 weeks).

Arithmetic.
 English Language.
 History United States.

FOURTH CLASS.

Arithmetic and Book-keeping.
U. S. History.
Physical Geography.
Botany and Physiology.
French, German, or Latin.

Arithmetic and Book-keeping.
Ancient History.

French, German, or Latin.

THIRD CLASS.

Algebra.
 Rhetoric and English Language.
French, German, or Latin.

Algebra.
 Mediæval History.
French, German, or Latin.

JUNIOR CLASS.

Geometry.
 Natural Philosophy.
Modern History.
Latin.

Geometry.
 Chemistry.
 English Literature.
Latin.

SENIOR CLASS.

Geology.
 Astronomy.
 English Literature.
Trigonometry.

Reviews.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils in the last four grades will have exercises in elocution, in the form of Reading, Declamation or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

NOTE.—The Fifth Class is temporarily connected with the High School. It will soon be promoted, when the school will consist of four regular classes.

TABULAR VIEW OF STUDIES IN THE PUBLIC SCHOOLS.

STUDIES.	1st GRADE.			2d GRADE.			3d GRADE.			4th GRADE.			5th GRADE.			6th GRADE.			7th GRADE.			8th GRADE.			9th GRADE.			10th GRADE.			11th GRADE.			12th GRADE.			
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.				
Lovell's 1st Reader,...	47	87	128																																		
" 2d "				55	118	216																															
" 3d "							41	102	150	193	251	318																									
" 4th "													57	123	182	226	301	380																			
" 5th "																																					
Town's Speller,...							22	29	37	42	50	57	62	69	77	82	90	99	114	138	168																
Hend. Test Words,...																																					
Arith., 1st Lessons,...													81	107	138	179	205	228	252	275	300	321	335														
" French's Elem.,...													83	113	149	181	209	208	R.																		
" Com. School,...													103	146	190	205	228	252	275	300	321	335	R.														
" Eaton's Intel.,...														61	73	85	97	109	121	134	R.																
Geog., Primary,...							23	43	55	71	91	R.																									
" Intermediate,...													19	35	53	63	73	85	98	R.																	
Grammar, 1st Lessons,...													25	57	69	118	135	168																			
" Com. School,...																																					
History of U. S.,...																																					
Pennmanship,...																																					
Drawing Charts,...																																					
General History,...																																					
Book-keeping,...																																					
Physical Geography,...																																					
English Language,...																																					
Physiology,...																																					
Natural Philosophy,...																																					
Algebra,...																																					
Constitution U. S.,...																																					
Geometry,...																																					
Botany,...																																					
English Literature,...																																					
Chemistry,...																																					
Astronomy,...																																					
Geology,...																																					
Trigonometry,...																																					
French,...																																					
German,...																																					
Latin,...																																					
High School Studies.																																					
	I	to	4	3	to	6	7	to	9	9	to	11	12	to	15	16	and	17	18	and	19	20															

Reviews of English studies during the last half of this year.

Reviews of English studies during the last half of this year.

Studies in Italics are optional.

REMARKS ON THE TABULAR VIEW OF THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. Another year's trial will enable us to ascertain what modification may be necessary to render the adaptation more perfect. The following suggestions and cautions are to be kept in mind while endeavoring to work the classes in accordance with the scheme :

1. Each grade will ordinarily, include rooms in the Grammar Schools, as follows :

Grade I, rooms 1 and 2. Grade V, rooms 9 and 10.

" II, " 3 " 4. " VI, " 11.

" III, " 5 " 6. " VII, " 12, 2d class.

" IV, " 7 " 8. " VIII, " 12, 1st "

2. The *youngest class* in the grade is to complete the work assigned for each term ; and the older classes will finish it in *two terms or less*, and then proceed to the studies of the next grade.

3. To determine whether the classes are *on* the grade, *behind*, or in *advance* of it, ascertain whether the *youngest class* has done the work assigned satisfactorily, and what is the relative advancement of the older classes. Each teacher is held responsible for thoroughness in that part of the grade to which her classes belong.

4. If any classes are found competent to advance more rapidly than the grade directs, they are not to be hindered in their progress provided their work is well done. Individual promotions are to be encouraged, at monthly examinations. But haste must never be made at the expense of thoroughness.

5. The numbers in the Tabular View, against each study, indicate the pages to be completed during each term. The dash indicates that the study is pursued, without directing how much shall be accomplished.

6. At the beginning of the year, by the promotion of classes, pupils advanced to the next higher room are likely to be considerably behind the grade laid down in the "Course of Study." Let such pupils *begin, after promotion*, where they *left off* in the previous room, and it will be satisfactory if they reach the studies assigned in the grade before the end of the year.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into **two school districts**, viz : the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The **New Haven City School District** includes all that part of the town of New Haven which lies east of a line running from the bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. It is divided for convenience into **seven sub-districts**, with the following boundaries, viz :

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to West Water, both sides of West Water to Meadow, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to Grand, neither side of Grand to Hamilton, neither side of Hamilton to the Railroad, which separates it from the Skinner District, thence to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Hamilton street, includes both sides of Hamilton to Grand, both sides of Grand to Franklin, both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The **Board of Education** consists of **nine members**, three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined in the statutes of the State :

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated, **shall become school districts** of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz : Such school districts **shall annually choose**, on the **third Monday in September** in each year, instead of a district committee, a **Board of Education** consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors ; and said Board of Education shall have all the **powers** and be subject to all the **duties** imposed on the district committees ; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district ; they shall lodge all bonds, leases, notes, and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly ; they shall pay into the treasury of the district all moneys which they may receive for the support of schools ; they shall determine the number and qualifications of the scholars to be admitted into each school ; shall supply the requisite number of qualified teachers ; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which

may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors **shall be filled** by an election of the necessary members thereto by ballot. **Should any vacancy occur** by death, resignation or otherwise, the remaining members of the Board may fill such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV. .

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters in the district is held on the **third Monday of September**, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the **first and third Friday evenings** of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. **Five members** of the Board shall constitute a **quorum** for the transaction of business, and every member present, when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public, unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called by a **majority** of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the **first meeting of the Board** after the Annual District Election, a **President** for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEES.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on School Buildings, shall be elected by a majority of the Board.

1. **COMMITTEE ON SCHOOLS.**—The instruction and government of the schools, the furniture, books, maps and apparatus for teaching, shall be under the especial charge of the Committee on Schools.

2. **COMMITTEE ON FINANCE.**—The financial wants and obligations of the District shall be under the especial charge of the Committee on Finance, who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The Committee meet during the last week of each month to examine and pass upon all the bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3. **COMMITTEE ON SCHOOL BUILDINGS.**—The School buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also make an estimate, for publication in the Annual Report, of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The executive officers of the Board shall consist of a Secretary and a Superintendent of Schools, who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, unless the election is postponed to a future meeting. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the Secretary to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall keep the accounts of the District, and make out an annual report of its expenses.

He shall receive the moneys from the Treasurer for orders drawn on him, and pay all bills approved by the Committee on Finance, and none others.

He shall loan books to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an accurate inventory of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall superintend all necessary repairs under the direction of the Committee on School Buildings.

He shall be the executive officer of the Board, in securing the attendance at school of truant and neglected children.

He shall have a general oversight of the janitors, and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall be at the office of the Board on all school days, from 8½ to 9½ o'clock A. M., and from 4 to 5 o'clock P. M., and on Mondays and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements; and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals and harmonious relations between the parents and teachers.

He shall be at the office of the Board on all school days, from 8½ to 9 o'clock A. M., and from 12½ to 1 o'clock P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

- 1.—Reading the minutes of the previous meeting.
- 2.—Reports of Committees.
- 3.—Unfinished business.
- 4.—Report of Superintendent.
- 5.—Report of Secretary.
- 6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1.—The apparatus, books, maps, etc., used in the schools, shall be such only as may be prescribed by the Board.

2.—No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then, unless the Committee on Schools have reported thereon.

3.—All school registers, record books, report blanks, etc., shall be after uniform patterns to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board shall not be amended or repealed but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—Candidates not in the service of the District will apply in writing to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The annual election of teachers shall be made by the Board in the month of June.

3.—Teachers shall be immediately notified by the Superintendent of their election. Every teacher, within one week after receiving such notice, shall signify to the Superintendent, in writing, an acceptance of the offered situation. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, will be considered as declining it.

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—The Principals in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary to insure a strict observance and enforcement of the rules and regulations of the schools.

3.—All Teachers are required to be at their respective school rooms at the beginning of their school hours, (viz.) at 20 minutes before 9 o'clock A. M., and 15 minutes before 2 o'clock P. M.; and in case of failure, they shall report themselves without delay, and in writing, to the Principal, as tardy, stating the cause and number of minutes they are late. To secure uniformity and avoid

doubt in relation to time, the **Principal shall provide** for the ringing of a teacher's bell, just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4.—Whenever a teacher shall be absent from school, and whenever, for any cause, the exercises of a school shall be omitted, **immediate notice** of the same shall be sent to the Superintendent by the Principal. **No substitute** for an absent teacher shall be employed for **more than one day** without the express approbation of the Superintendent.

Teachers shall not absent themselves from school for any other cause than sickness without permission previously obtained from the Superintendent.

5.—**Every teacher** desiring to leave the service of the District shall **give three weeks' notice**, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board shall **forfeit** whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause **excepting sickness**, in which case an **allowance of twenty-five per cent.** of the regular salary will be made for absences, not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

6.—The **special teachers in Music and Drawing** shall visit regularly and impartially the several rooms in which they are expected to instruct; and the **permanent teachers** in those departments shall **invariably be present** to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—**Teachers shall take special care** that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall **permit no damage** to the school property or buildings, and whenever it shall be done by accident or intention, they shall **give prompt notice to the Secretary**, who shall require the offender to make good the injury.

8.—The teacher in each room shall keep an **accurate register** of the names, ages and residences of pupils, and the names of their respective parents or guardians.

9.—**Teachers shall prepare** for inspection, during the **first week** of each term, **time tables** indicating the daily exercises of the room.

10.—**Teachers** in all rooms above the third grade shall **send a weekly report** to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—**Teachers shall investigate** all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of **ten instances** of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil **may be transferred** by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. **No excuse** for absence or tardiness shall be **accepted**, unless it allege sickness, or some equally imperative necessity.

Teachers shall record absence occasioned by sickness until such absence shall amount to **ten successive half-days**, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be

entitled to a seat. **Pupils detained from school for the religious observance of Holy-days, will be excused by bringing written notice from their parents to that effect.**

12.—No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half-days from the time of withdrawal, the whole number of half-days from the time of withdrawal and return shall be counted as absence.

13.—Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. **Corporal punishment shall be administered only in extreme cases, and not until the case has been reported to the Principal; and the teacher shall keep a record of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.**

14.—Teachers may detain pupils an hour at the close of the afternoon session, and no longer and at no other time, for discipline, or to make up neglected lessons.

15.—Teachers shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

16.—Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

18.—The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—If the parent or guardian shall not provide the required text-books, the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21.—Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal, out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the close of each term, every teacher shall report to the Superintendent the names of such pupils as have been particularly distinguished for punctual attendance, good behavior or excellent scholarship.

XXI.

GRADATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded :

TRAINING SCHOOLS.—1. For the first **twenty weeks**, actual service, teachers shall be paid at the rate of \$200 a year. At the end of said **twenty weeks**, the connection of this class of teachers in the Training School shall **cease by limitation of appointment**.

2. All teachers **reappointed**, who are approved as **capable of taking charge of first and second grade scholars**, shall be paid at the rate of \$250 a year.

3. All teachers after **thirty weeks'** service, who are approved as capable of taking charge of third and fourth grades, shall be paid at the rate of \$300 a year.

GRADED SCHOOLS.—All teachers receiving appointments from the Training Schools to any other schools in the district, **shall be paid for the first year, \$350**. For each subsequent year \$50 shall be added to the salary of the previous year (provided the services of the teacher are approved by the Board), until the salary shall reach the **maximum of the grade** in which the teacher is employed.

The **maximum salary** for the primary room No. 1, of the **first grade,*** shall be \$600; of the remainder of the 1st grade, and the whole of the **second grade, \$500**; of the first half of the 3d grade, \$550, and the second half of the same, \$600; of the 4th and 5th grades, \$650; of the 6th grade, \$700; of the 7th grade, \$750.

The salaries of Principals of the Grammar Schools, \$2,500. Salaries not included above, as the High and Ungraded Schools, will be fixed as, in the judgment of the Board, circumstances may require.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools are **free** to those children only whose parents or guardians **reside in the District**. When there are seats not required by children belonging in the District, **pupils, not residents, may be received** as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term, or balance of the term, on which the pupil proposes to enter; at the rate of **forty dollars a year**, or one dollar a week, in the High School; and **twenty dollars a year**, or fifty cents a week, in all schools below the High School.

2.—No pupil shall be admitted **without a ticket** obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

XXIII.

DUTIES OF PUPILS.

1.—**Pupils shall be regular and punctual** in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

* For Grades and corresponding rooms, see appendix, p. ~~27~~ ///.

2.—No scholar shall be allowed to enter or remain a member of any public school out of his or her own district, except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in case of removal from one district to another, to continue their children, till the end of the school year, in the school which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—Pupils shall make up neglected lessons, unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5.—Any pupil guilty of profanity, obscenity, truancy, or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking, or otherwise injuring the school buildings, or other school property, or guilty of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—No scholar shall be allowed to remain in any school-room during the noon recess, unless a teacher be present.

7.—No pupil shall be allowed to be absent from school, during the regular sessions, to take Music, Dancing, or other lessons.

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following course of discipline.

1.—For the first offense, in addition to the ordinary school discipline, the name of the offender shall be given to the Secretary, whose duty it shall be to see the parents or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct, if persisted in. For a repeated offense the pupil shall be transferred by the Superintendent to the truant school.

2.—Whenever a pupil is transferred to the truant school, notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and in case of non-attendance of such pupil, shall immediately notify the Secretary.

3.—It shall be the duty of the Secretary, on receipt of such notice, to inquire into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—No pupil thus transferred to the truant school shall be permitted to enter another school, except by recommendation of the teacher of the truant school and with the approval of the Superintendent.

XXV.

ELECTION OF JANITORS.

Janitors shall be elected annually, at the last meeting of the Board, in the month of June, unless the election be deferred to a future meeting.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the **duty of janitors** to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 5 o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates twenty minutes before nine o'clock, A. M., and fifteen minutes before two o'clock, P. M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order.

8.—To sprinkle the yards and street in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the front yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The **school year shall begin** during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually appoint.

2.—The **regular holidays** shall be Thursday and Friday of Thanksgiving week, and the following Monday; Fast Day, Feb. 22, March 17, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—The **regular school hours** shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with **appropriate devotional exercises**.

5.—In case of a **violent storm**, the session may be prolonged to 1 o'clock; and notice thereof shall be sent to the Superintendent.

6.—The public are invited to visit the schools; but **teachers shall not deviate from their usual exercises**, except by request of some member or officer of the Board.

7.—**No one shall be allowed to offer on the school premises anything for sale, examination, or exhibition; or to take contributions, solicit subscrip-**

tions, give public notices, offer rewards, or do anything of a like nature, except by consent of the Committee on Schools.

XXVIII.**SYSTEM OF INSTRUCTION.**

The Public Schools of the District include the Hillhouse High School and the Common Schools. The Common Schools consist of graded Grammar and other Schools, Training Schools, Evening Schools, a German-English School and Ungraded Schools.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year pupils in the highest grade of the Grammar Schools, who pass the prescribed examination, are promoted to the Hillhouse High School.

2.—**Examination** for the promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each School, under the direction of the Superintendent; the applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—**Instruction may be given** in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4.—**The particular order and manner in which instruction shall be given** in the branches taught in the High School shall be arranged by the Superintendent and Principal of the School, subject to the approval of the Committee on Schools.

5.—**Admission** to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular classes.

Grammar Schools.—Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other schools in each Sub-District, with such exceptions as may be directed by the Board.

Training Schools.—The Schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.

German-English School.—Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.

Ungraded Schools.—Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the ungraded schools.

Evening Schools.—The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.

Course of Study.—The accompanying course of study is made obligatory by the Board upon all the graded schools.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

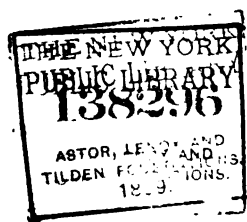
For the Year ending Aug. 31, 1875.



NEW HAVEN:

TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.

1875.



SCHOOL OFFICERS, 1874-5.

BOARD OF EDUCATION:

HARMANUS M. WELCH, PRESIDENT.

AMOS F. BARNES,	-	-	-	-	-	-	1875
CHARLES ATWATER,	-	-	-	-	-	-	1875
SAMUEL HEMINGWAY,	-	-	-	-	-	-	1875
JOHN E. EARLE,	-	-	-	-	-	-	1876
WILLIAM C. ROBINSON,	-	-	-	-	-	-	1876
NATHAN T. BUSHNELL,	-	-	-	-	-	-	1876
HARMANUS M. WELCH,	-	-	-	-	-	-	1877
MAIER ZUNDER,	-	-	-	-	-	-	1877
SAMUEL E. MERWIN, Jr.,	-	-	-	-	-	-	1877

COMMITTEE ON FINANCE.

CHARLES ATWATER, HARMANUS M. WELCH,
SAMUEL E. MERWIN, Jr.

COMMITTEE ON SCHOOLS.

JOHN E. EARLE, MAIER ZUNDER,
WILLIAM C. ROBINSON.

COMMITTEE ON SCHOOL BUILDINGS.

AMOS F. BARNES, SAMUEL HEMINGWAY,
NATHAN T. BUSHNELL.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

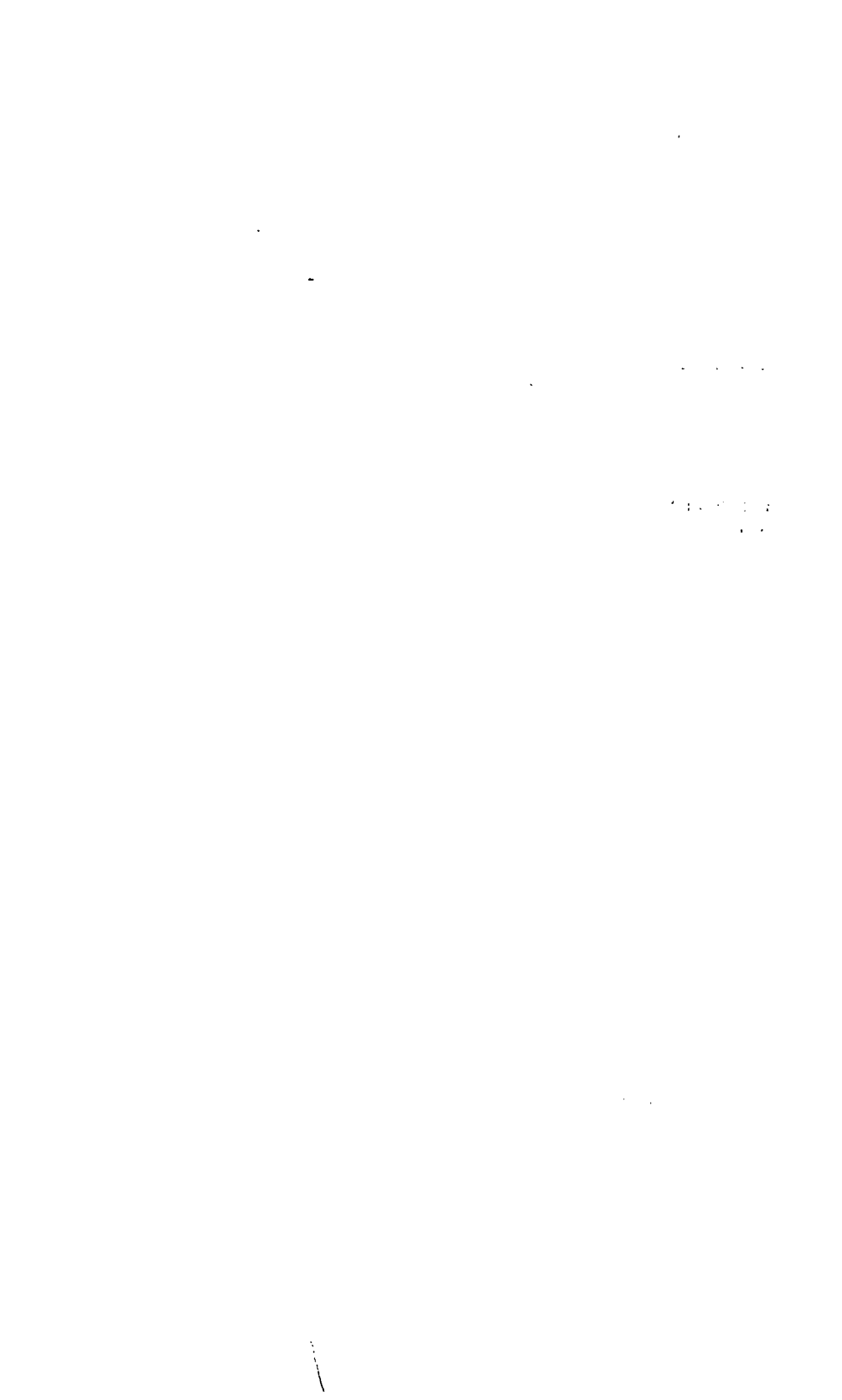
TREASURER,
HARMANUS M. WELCH.

COLLECTOR,
WILLIAM HILLHOUSE.

AUDITORS,

JOHN W. MANSFIELD,

RICHARD F. LYON.



REPORT

OF THE

BOARD OF EDUCATION.



The Board of Education, in presenting the several statements and accounts which annually exhibit to the District the state of the trust temporarily committed to their hands, find little occasion for comment or explanation respecting the doings of the past year. The schools have pursued successfully their usual routine of studies ; no novel experiments in education have been tried, yet a healthful and not ungenerous rivalry has existed between different schools in their earnest efforts to stand foremost in their claims to public confidence and respect.

The details of school management and expenditures will be found in the reports of the Superintendent and the Finance Committee. It will be seen from the report of the latter that no school houses have been built or enlarged during the year. It has not seemed just to the Board that the District should be burdened with additional taxation while there remains unoccupied any considerable number of seatings in the school houses already erected. It has been the special object of the Board during the year so to adjust the boundaries of the several sub-districts that no school should have an excess of un-

occupied seats. It can now be justly said that no child in New Haven is kept out of school through want of school accommodations within a reasonable distance of his home. Present indications, however, point to a coming necessity for building a primary school house of four rooms, not far distant from the junction of Kimberly and Howard avenues, to relieve the pressure upon the Washington School. The rapid growth of this part of the city obliged the Board to finish two rooms in the basement of this building, which have been crowded for the past two years. While these rooms are not unpleasant ones, it has been found impossible to ventilate them as fully as modern science insists that rooms occupied by the young and for purposes of study shall be ventilated, and to furnish sufficient light for very dark days.

It seems probable, also, that the time is not distant when the authority already vested in the Board to enlarge both the Eaton and the Dwight schools must be exercised, as there are no unoccupied seats in either building. The only buildings in which there are a considerable number of vacancies are the Fair street and Cedar street Training Schools—the former, from its unfortunate position, and the latter from the withdrawal of a large number of its pupils to enter a parish school. Early in the year notice was given the Board that the school building in South street, originally erected as a parish school for St. John's Church, but leased for the last twelve years to the District, would in the future be devoted to its original purpose. While the Board view with regret the withdrawal of any portion of our juvenile population from that instruction and those influences which, have done and are doing so much to make us, in spite of wide differences

of race and religion one homogeneous American people, they recognize with entire respect those conscientious convictions which prompted this change. New Haven is rapidly ceasing to have any considerable population of foreign birth. The children in our public schools, with insignificant exceptions, are Americans alike; and the Board cannot give up their conviction that some method may yet be devised by which our children's children shall grow up together in mutual acquaintance, regard and sympathy. In this connection it should be stated that the Board has re-leased for another term of three years the Hamilton School buildings. The number of seatings is six hundred and fifty and the rental continues as before at \$1,500 per annum.

The amount of District taxation asked for by the Board at the last annual meeting was two mills on the dollar. The present year the Board respectfully ask that the tax be reduced to one mill and three-quarters. Heretofore, whenever the District has been reported as being out of debt, the result has been attained by anticipating some portion of the income of one year to pay a part of the indebtedness of a previous year. The Board are happy to say that at present the District is not only out of debt, but that every dollar received of the tax laid a year ago and payable the present month, remains to pay the expenses of the schools for the ensuing year.

The last annual meeting of the district directed the Board to petition the Legislature for such an alteration in the school law as would authorize the New Haven district to elect its members of the Board of Education by voting on one ballot for the entire number. Such a law was reported upon favorably by the committee on education, and was passed by the Legislature. The further petition

of the Board, also acting under the direction of the District, that the annual school meeting, instead of being held as now required by law on the third Monday of September, should be held on the same day with the annual town meeting, was reported upon unfavorably and failed to pass the House and the Senate.

In behalf of the Board,

HARMANUS M. WELCH,

President.

NEW HAVEN, August 31, 1875.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including the accounts of the Treasurer and the Secretary :

TREASURER'S ACCOUNT.

CR.

Balance from old account,	\$ 7,686.01
Walter Osborn, Collector of Taxes,	70,090.90
State appropriation for Library,	495.00
Town of New Haven,	55,109.57
State of Connecticut,	33,586.80
Income of Town Deposit Fund,	1,587.91
William Hillhouse, Collector,	17,264.87
Horace Day, Tuition, &c.,	1,148.34
Dr. Carmody,	100.00
Dr. Carmody, for School Furniture,	1,115.65
	\$188,185.05

Paid School District Orders,	\$167,882.45
Balance to new account,	20,302.60

Total,	\$188,185.05
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September 1, 1875.

NEW HAVEN, Sept. 1, 1875.

The undersigned has examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District, for the year ending September 1st, 1875, and finds the same correct, and a balance due the District at said date of \$20,302.60.

RICHARD F. LYON, *Auditor.*

SECRETARY'S ACCOUNT.

The expenditures for the year ending September 1, 1875, have been as follows, viz :

Salaries of Teachers,.....	\$129,186.33	
" Janitors,.....	7,694.34	
" Officers,.....	5,850.00	
		\$142,730.67
Fuel,.....		7,447.78
Rent—Hamilton School,.....	\$1,500.00	
Cherry St. School,	275.00	
Clinton Ave. School,.....	125.00	
		1,900.00
Printing—Annual Report, and Rules of the Board,--	\$705.45	
High School Reports and other printing,.....	89.00	
Papers for High School Examinations,.....	64.29	
Papers for High School Graduation,.....	18.25	
Registers,	50.00	
Report blanks to Superintendent,	42.25	
Advertising,	60.12	
Papers for Musical Examination,.....	7.75	
Reward Cards,.....	116.66	
Merit "	15.00	
Absence "	22.50	
Drawing "	9.50	
Circulars,	11.50	
Supply Orders,	17.75	
School Diaries,	45.12	
Time Tables and Bill Heads,.....	18.75	
Admission Tickets,	10.00	
		1,303.89
Books, Philosophical and Chemical Apparatus, etc.,		
High School,.....	\$747.99	
Reference Books,	11.66	
School Books,	510.71	
Drawing Charts and Maps,.....	81.60	
		1,351.96
Stationery—Writing paper,.....	\$351.79	
Drawing paper,.....	135.00	
Lead pencils for drawing and writing,.....	121.00	
Slate " " " " "	22.05	
Sharpening pencils " " "	163.08	
Pens,	199.84	
Pen holders and pen racks,	6.75	
Ink,.....	96.76	
Ink Stands, ink wells and covers,	12.38	
Chalk crayons,.....	56.00	
Slates,.....	8.18	

Stationery—Envelopes,.....	\$17.94	
Pointers,	2.50	
Blank Book Grand List,.....	13.00	
Letter Files and Binders,.....	8.25	
Blank Books,.....	16.93	
Music Paper,.....	10.00	
		\$1,241.45
Supplies for Janitors—Brooms,.....	\$15.77	
Floor Brushes,.....	74.70	
Feather and Counter Dusters,.....	86.56	
Mats and Matting,	24.00	
Shovels, Hods and Dust Pans,.....	8.28	
Baskets, Pails and Cups,.....	22.24	
Wheelbarrows and Ladders, etc.,.....	13.65	
Bells,	10.65	
Hose, Hose Reels, and Watering,	30.00	
Thermometers,.....	8.25	
Black Board Rubbers,.....	95.60	
		389.70
Miscellaneous—Annual School Meeting,	\$124.40	
Enumerating Children,.....	387.66	
Assessors' Bill for making Grand List,.....	600.00	
Cleaning School-houses,.....	474.84	
Furniture and Repairs,.....	302.21	
Musical Instruments and Repairs,.....	33.75	
Clocks and Repairs,.....	36.32	
Gas for Evening School, Office, High School, ..	226.91	
Travel and Carriage Hire,	279.36	
Freight, Express, Carting and Errands,.....	36.51	
Postage,	21.26	
Insurance,.....	2,960.20	
Auditor,	5.00	
Blackboards,	347.24	
High School Diplomas,.....	38.50	
High School Graduation Exercises,.....	65.30	
		5,939.46
Repairs and improvements—Repairs on all Furnaces and Stoves,.....	\$612.32	
High School,	222.81	
Webster "	475.95	
Eaton "	473.31	
Wooster "	122.15	
Dwight "	74.52	
Skinner "	90.45	
Wash'ton"	52.85	
Hamilt. "	18.00	
Cedar St. "	160.87	
Dixwell "	85.17	
Grand St. "	145.61	

REPORT OF FINANCE COMMITTEE.

Repairs—Fair Street School,	\$38.40	
Woolsey "	110.65	
Division St. "	20.55	
Carlisle St. "	15.60	
Oak St. "	35.49	
Whiting St. "	11.65	
City Point "	11.25	
Edwards St. "	246.37	
West St. "	2.45	
German-English "	1.98	
		<u>3,028.40</u>
Ordinary expenses,	\$165,333.31	

EXTRAORDINARY EXPENSES.

City Assessments—Jefferson Street Sewer,	\$262.50	
State Street Pavement,	235.10	
Whiting Street Improvement,	10.00	
Pro rata on Safe for Collector's Office,	54.17	
		<u>\$561.77</u>
Woolsey School—Balance on Steam Heater,	\$1,699.20	
Balance on Furniture,	71.40	
		<u>1,770.60</u>
Extraordinary expenses,	\$ 2,332.37	
Total Expenses,	\$167,665.68	
Ordinary expenses for the year ending Sept. 1, 1875,	\$165,333.31	
" " " " Sept. 1, 1874,	159,930.07	
		<u>\$5,403.24</u>
Increase,		
Extraordinary expenses for the year ending Sept. 1, 1875,	\$ 2,332.37	
" " " " Sept. 1, 1874,	100,405.05	
		<u>\$98,072.68</u>
Decrease,		

NEW HAVEN, Sept. 1, 1875.

The undersigned has examined the bills, accounts and vouchers of HORACE DAY, Secretary of the Board of Education of New Haven City School District, for the past year, and finds the same correct.

RICHARD F. LYON, Auditor.

The ordinary expenses of the School District, for the year commencing September 1, 1875, are estimated by the Committee on Finance as follows, viz :

Salaries of Teachers,	\$132,000.00
" Officers,	5,850.00
" Janitors,	8,000.00
Books, Stationery and Printing,	4,000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500.00
Rent of School-houses,	1,775.00
School Census and making Grand List,	1,000.00
Cleaning School-houses,	500.00
Fuel,	6,000.00
Repairs,	3,500.00
Furniture,	1,000.00
Insurance,	200.00
Contingencies,	1,000.00
	<hr/>
	\$165,325.00

The following real estate owned by the District is either estimated at the original cost, or at a low valuation :

Webster School Lot and Building,	\$ 23,000.00
Eaton School Lot and Building,	32,000.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,	8,500.00
Cedar Street School Lot and Building,	7,000.00
Whiting Street School Lot and Building,	2,000.00
City Point School Lot and Building,	800.00
Wooster School Lot and Building,	25,000.00
Fair Street School Lot and Building,	12,400.00
Skinner School Lot and Building,	44,000.00
Washington School Lot, Building and Furniture,	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,	1,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	22,300.00
Woolsey School Lot, Building and Furniture,	45,000.00
West School Lot, Building and Furniture,	18,200.00
	<hr/>
	\$495,400.00

The District remains out of debt.

CHARLES ATWATER, *Chairman.*

NEW HAVEN, Sept. 1, 1875.



REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

—♦♦—

TO THE BOARD OF EDUCATION OF THE NEW HAVEN
CITY SCHOOL DISTRICT.

Gentlemen,—In accordance with your requirement, I herewith present this, my tenth Annual Report, exhibiting the condition of the schools under your charge during the past year.

SUMMARY OF STATISTICS FOR 1874-75.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was	49,621
The ratio of the number of children between 4 and 16 years to the whole population of Fair Haven, was in 1870 as 1 : 4.032½ and of the rest of the city.....as 1 : 4.592½	
Supposing the ratios to be the same now, the present population of the city may be accurately estimated thus :	
No. of children, $1,496 \times 4.032\frac{1}{2}$ =for Fair Haven,.....	6,032
“ “ $11,440 \times 4.592\frac{1}{2}$ = “ rest of city,.....	52,534
Whole population of the city, January, 1875,.....	58,566
Increase since the census of 1870, in F. Haven, $6,032 - 3,992 = 2,040$	
“ “ “ “ “ the rest of the city, $52,534 - 45,629 =$	6,905
Total increase of the whole city,.....	8,945
Assessed valuation of the real and personal property of the city and town, 1874, assessed at about two-thirds its true value, \$57,843.163	
Assessed valuation of the (City) School District,.....	56,403.005
The rate of taxation for all school purposes, was .002, or 2 mills on a dollar,.....	.002
For all city and town purposes, 13 mills,.....	.013
Total rate of city taxation, 15 mills on a dollar,.....	.015
NOTE. { Assessed valuation of the city and town in 1864,.....	29,681.409
{ The rate of taxation for all purposes, was .017 (17 mills on a dollar.)	

The number of persons between the ages of 4 and 16 years, enumerated in January, 1875, was	12,936
Increase over 1874,	212
Number of school-houses occupied and owned by the District, ..	19
Number of school-houses occupied and rented by the District, ..	6
Number of school-houses occupied—owned and rented by the District,	25
Number of school-rooms occupied,	163
Increase,	4
Number of sittings,	8,591
Increase,	252

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,	15
Increase,	1
Number of female teachers,	185
Increase,	5
Number of teachers employed in the day schools, including drawing and music teachers,	200
Increase,	6
Number of male teachers employed in the evening schools for young men,	10
Number of teachers for young women, female,	1
Number of teachers employed in all evening schools,	11
Total number of teachers employed in day and evening schools, ..	211

NUMBER OF PUPILS.

Whole number registered during the year—	
Boys,	5,981
Girls,	5,484
Average number registered (belonging) during the year,	7,595
Increase,	63
Average No. in daily attendance,	7211.3
Boys,	3777.4
Girls,	3433.9
Increase,	74
Per cent. attendance of all the day schools, .....	.949
Increase, .....	.001
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years), .....	.587
Decrease, .....	.011
Ratio of the daily attendance to the number enumerated, .....	.557
Decrease, .....	.004
Whole number of absences during the year,	149,702
Decrease,	7,439
Average number of absences to a scholar, based on the number belonging,	19.7
Decrease,	1.1

Average number of scholars absent each half day, in all the schools,	374
Decrease,	19
Whole number of tardinesses during the year,	8,561
Increase,	1,712
Average number of tardinesses to a scholar, based on the number in daily attendance,	1.19
Decrease, .....	.25
Number of cases of truancy,	1,069
Increase,	96
Number of scholars transferred to ungraded schools (in place of suspension formerly),	154
Increase,	40
Number of half days perfect attendance, Boys,	23,579
Girls,	22,195
Increase,	Boys, 1,464
Girls,	2,892
Number of half days all present,	11,097
Increase,	1,381
Average age of all the pupils,	9 y. 9½ mos.
Decrease,	5 d.
Whole number of tardinesses of teachers, 1874-75,	777
" " " 1873-74,	1,084
" " " 1872-73,	888
" " " 1871-72,	705
" " " 1870-71,	601
Number of teachers <i>not tardy</i> , 1874-75,	36
" " " 1873-74,	26
" " " 1872-73,	29
" " " 1871-72,	37
" " " 1870-71,	40

The regularity of our school attendance may be inferred from the foregoing statistical statement, gathered from the weekly reports of the year just closed. It is a somewhat remarkable exhibit, that the record of attendance in all the schools of the district, during the past *six years*, shows a variation of less than half of one per cent. Ninety-five per cent. is the standard and attainable number. Favorable circumstances, particularly continued good health of pupils and vigorous requirement of teachers, may carry the average higher; but too rigid exaction is not desirable, above 95 per cent. Individual cases of irregularity cannot be followed with too vigilant care and earnest persistence. Both parents and pupils of a

thoughtless, neglectful class, often require unremitted attention and urgent prompting to duty.

The subjoined table presents a number of items grouped by sub-districts. In this form a comparison of results may more readily be made, between the different districts. To determine whether any apparent want of efficiency is due to the general administration, or to a failure of individual teachers to perform their duty, special reference should be made to the *schools* and *rooms*, as severally given in the Appendix.

COMPARATIVE VIEW OF ATTENDANCE IN THE SEVERAL DISTRICTS.

Webster District.

SCHOOL.	Av. Daily Attend.			Per Cent.	No. Tr.	1-2 day Abs.	No. Tard.	No. 1-2 d'ys without Ab. or Tard.			Transf.	Av. Age, Y.M.	Sing. Sen.	Ab. & Tard. of Teachers	
	Boys.	Girls.	Total.					Boys	Girls	All.				Ab.	Tard.
Webster,	285.9	261.3	547.1	.954	11	10,572	208	1871	1761	829	38	10.9	7	57	46
Oak Street, ..	94.3	69.1	163.4	.956	1	3,024	219	689	725	355	5	8.1	9	1	22
Totals, ..	380.2	330.3	710.5	.955	12	13,596	427	2560	2486	1184	43	9.5	....	58	68

Eaton District.

Eaton,	373.4	273.5	646.9	.949	..	13,787	709	1434	1356	566	9	11.1	5	75	112
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Wooster District.

Wooster,	294.9	191.3	486.2	.953	3	9,720	531	1522	2246	836	189	10.4	9	53	111
Hamilton,	266.7	331.7	598.4	.959	1	10,092	367	2551	2112	1459	46	8.11	9	61	27
Fair St. Tr., ..	63.8	58.2	122.	.943	2	3,065	172	661	620	322	13	8.10	10	95	27
Ger.-English, ..	57.3	38.7	96.	.949	...	2,062	170	274	287	113	3	7.9	10	....	3
Totals, ..	682.7	619.9	1302.6	.951	6	24,939	1240	5008	5265	2730	251	8.11½	....	209	168

Dwight District.

Dwight,	283.9	279.8	563.7	.944	1	13,487	300	1741	1232	582	15	10.11	7	63	19
Dixwell Av., ..	163.7	143.7	307.4	.955	12	5,836	633	1177	1041	617	10	9.3	7	19	7
Division St., ..	97.4	80.5	177.9	.935	1	4,998	363	446	419	199	1	9.1	8	1	19
Totals, ..	545.	504.	1049.	.945	14	24,321	1296	3364	2692	1398	26	9.9	....	83	45

Skinner District.

Skinner,	279.2	257.1	536.3	.949	13	11,592	754	1525	1549	528	90	10.11	5	88	105
Edwards St., ..	104.5	98.9	203.4	.954	3	3,824	233	485	511	228	48	8.1	5	28	16
Totals, ..	383.7	356.	739.7	.952	16	15,416	987	2010	2060	756	138	9.6	....	116	121

Washington District.

Washington, ..	280.4	276.9	557.3	.945	13	12,714	222	1577	1372	615	48	11.4	9	104	78
Cedar St. Tr., ..	146.3	128.4	274.7	.942	7	6,723	547	1239	1171	587	19	9.2	6	1035	59
West Street, ..	112.2	70.8	183.	.948	...	3,896	183	512	621	254	9	7.5½	9	36	8
Wash. Br.,	73.	74.8	147.8	.936	1	4,058	143	614	458	230	26	6.8	5	3	11
Totals, ..	611.9	550.9	1162.8	.943	21	27,391	1095	3942	3622	1686	108	8.8	....	1178	156

Woolsey District.

Woolsey,	290.7	285.7	576.3	.954	48	11,168	836	1854	1807	894	33	10.5	6	139	76
Grand St.,	108.6	124.8	233.4	.950	25	4,556	234	796	682	380	23	8.11	5	6	10
Totals,	399.3	410.4	809.7	.952	73	157,24	1070	2640	2489	1274	56	9.8	-----	-----	86

The relative regularity of the schools may be seen in the following figures, giving the *average* number of absences and *tardinesses* to each scholar, based on the average number registered through the year. Also, the average number of tardinesses of each teacher,—exclusive of those who have not been tardy through the year.

SCHOOLS.	1874-5.		1873-4.		1872-3.		1871-2.		1870-1.		1869-70.		No. Room of which the Teacher was not Tardy during the year.		
	No. Ab.	No. Tard.	No. Ab.	No. Tard.	No. Ab.	No. Tard.	No. Ab.	No. Tard.	No. Ab.	No. Tard.	No. Ab.	No. Tard.			
	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	to Sch.	1874-5.	1873-4.	1872-3.
High,	15.3	.70	.76	.64	.....	.....	.....	.....	.....	.....	.....	.....	11. 8. 7. 5. 1.	11. 10. 9. 8. 6. 5. 3. 1.	10. 8. 1.
Webster,	18.6	.36	.32	.37	5.1	2.80	.....	.....	.....	.....	.....	.....	11. 6. 2. 1.	10. 2.	11. 2. 1.
Eaton,	20.	1.04	1.21	1.18	11.2	5.10	.....	.....	.....	.....	.....	.....	11. 6.	5.	11. 8.
Wooster,	19.	1.04	.94	.96	9.2	7.40	.....	.....	.....	.....	.....	.....	11. 6. 5. 4. 3. 1.	6. 3.	1.
Dwight,	22.5	.50	.49	.74	2.3	3.20	.....	.....	.....	.....	.....	.....	.....	.....	3.
Skinner,	20.5	1.33	1.61	1.15	8.	8.60	.....	.....	.....	.....	.....	.....	.....	.....	3.
Washington,	21.5	.38	.35	.66	6.	6.80	.....	.....	.....	.....	.....	.....	.....	.....	11.
Woolsey,	18.5	1.38	.84	.66	6.	6.	.....	.....	.....	.....	.....	.....	.....	1. 4.	6. 3. 2.
Hamilton,	16.2	.59	.87	.70	3.	1.30	.....	.....	.....	.....	.....	.....	.....	5.	11. 9. 8. 5. 3. 1.
Cedar Street,	23.	1.88	1.64	5.60	3.7	5.60	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dixwell Av.,	18.1	2.	2.	2.47	1.4	4.60	.....	.....	.....	.....	.....	.....	.....	1. 2. 5.	5.
Fair Street,	23.6	1.33	2.17	2.10	3.	4.10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Division St.,	26.2	1.90	1.02	1.70	6.3	1.50	.....	.....	.....	.....	.....	.....	.....	.....	1.
Edwards St.,	18.	1.09	1.57	1.80	4.	6.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oak Street,	17.7	1.28	1.11	.....	5.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Street,	20.	.95	.89	.....	2.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wash. Br.,	25.7	.81	1.03	1.10	5.5	2.70	.....	.....	.....	.....	.....	.....	.....	2. 3.	1. 3.
Grand St.,	18.5	.95	.....	.....	2.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ger.-English,	20.3	1.68	1.71	1.97	1.5	0	.....	.....	.....	.....	.....	.....	.....	.....	2. 1.
O. Asylum,	1.5	.30	.18	2.10	1.	0	.....	.....	.....	.....	.....	.....	.....	1. 2.	1. 2.
Fair St. U.,	59.6	5.36	8.	6.20	4.	4.10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whiting St.,	70.3	21.26	41.	29.70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand St. U.,	44.5	13.	10.80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

The first column above, in which the figures indicate the average number of half days' *absence* to each pupil in the several schools, the margin of difference varies from 15 to 26 half days. Causes may doubtless be named to explain why one school has so large an excess over others. An unusual amount of sickness, want of paved walks in bad weather, or distance from the school, are the principal ones. But the difference between principals in requiring, and teachers in employing means to prevent unnecessary absence, cannot be wholly ignored.

In the matter of *tardiness* of pupils, the teachers' influence is of the first importance, in creating a public sentiment in the school and a feeling of personal responsibility

in the mind of each scholar, to control the evil. Tardiness is directly harmful to the school, and to the pupil individually in its effect upon his habits and character for life. Hence the teacher's duty is two-fold; to protect the school from injury, and to act in view of the future welfare of the pupil in the formation of correct habits. Generally, tardiness is avoidable; by taking a little more time, or making a little more effort;—and these depend largely on the desire and determination one feels to secure punctuality. A large portion of the sum total of tardinesses is made by a comparatively small number of individuals. These require special and vigorous treatment, unless justifiable cause can be given.

In the second, third and fourth columns, in the foregoing table, will be found the average proportion of tardiness to each scholar in the different schools, during the past three years. Omitting the ungraded schools, the average to each scholar for all the graded schools has been for 1874-75, 1.07; 1873-74, 1.09; 1872-3, 1.52; which indicates a small, but steady improvement.

In the fifth and sixth columns, are placed the average number of *tardinesses* of the *teachers* of the several schools. The number of times each teacher has been tardy during the year, may be found against the number of the room in any school, by referring to the tables in the Appendix. It is true of teachers, as it is of scholars, that the majority of all the tardinesses are made by a comparatively small number. While the record of the pupils shows a *decrease* of tardiness, on their part, that of the teachers exhibits an *increase* since a similar statement was presented two years ago. The average number then was 4.15, the past year it has been 4.56 to each teacher; and in both years was larger than that of the pupils. Is this a creditable exhibit?

Thirty-six teachers have been through the year without a tardiness recorded against their names. It is worthy of remark that the teacher of room No. Eleven, in each of *five*, out of the seven Grammar Schools, has not been tardy during the year past. It is well understood that

no one has a more laborious, or responsible position than the teacher of this room. Is it not a fair inference that a sense of responsibility is in some way connected with this punctuality?

I have presented this subject, from a sense of duty, not willingly, in a manner to challenge attention, because it appears to me a more serious evil than many of our teachers seem to regard it. If punctuality is an element of success in school work, who but the teacher should be most conspicuous in its observance?

ADDITIONAL SCHOOL ROOMS.—Seldom, if ever, has a year passed with so little demand for additional school accommodations. This may be accounted for in part, by the recent erection of new houses, and partly by the withdrawal of the South Street School from the system of public instruction.

A year ago the schools of the Woolsey District were reorganized, upon the completion of the new house, corner of Woolsey and Poplar streets. The rented building on Clinton Av. was abandoned; the old school became an intermediate and took its name from Grand st., on which it is located; and its former name was transmitted to the new edifice, to be known as the Woolsey Grammar School.

The urgent need of increased accommodations was made manifest at the opening of the term in September. Instead of eleven rooms, to accommodate the 1496 children enumerated in the district, under the old arrangement, twenty were now provided. The twelve rooms in the new house were filled at once; and six of the eight in the old building were occupied through most of the year. The remaining two will probably be used at the beginning of next term.

The increase of pupils at Newhallville has required the opening of a fourth room in the Division Street School, during the year. There are indications that more room still may be needed; which can be readily furnished, by the completion of the upper story left unfinished.

The lease of the South st. building having expired, Jan. 1st, 1875, the district ceased to use it. As a parochial school of St. John's Church it was re-opened, and drew pupils in considerable numbers from some of the public schools in its vicinity. The pressure in the Washington and Webster districts was relieved by the change, and the immediate necessity for more school accommodations was removed. There is, however, urgent reason for some provision, whereby the children and teachers can be removed from the basement of the Washington School.

CHANGES OF TEACHERS.—Frequent withdrawals of teachers from service is one of the chief obstacles to the highest success in the progress of school work. The substitution of a new teacher for one who has become familiar with the routine of the school and has learned the habits and dispositions of the pupils, can seldom be made without a temporary loss, at least. A teacher of experience, with different ideas and methods, must work patiently and skillfully in a new position, for a time, before success is assured. An inexperienced substitute is always in imminent danger of failure. The value of our training schools, in furnishing a supply of teachers in emergencies, can scarcely be appreciated by those who have not been held responsible to fill unexpected vacancies. Sudden resignations cannot always be avoided; but when a withdrawal can be anticipated, a sense of honorable dealing on the part of the teacher requires that a timely notice shall be given, as provided by the rules of the Board.

Among the changes of the year, two of our teachers were removed by death, both during the same week. On Wednesday, Feb. 3d, Miss LOTTIE A. RIGGS died, after a brief illness. She was graduated from the High School in the class of 1872, and soon entered the training school in preparation for teaching. In January, 1874, she entered upon the duties of her appointment, as a teacher in the

West Street School. After an experience of one year and one month, just at the threshold of a life full of anticipations of enjoyment and usefulness, her course was abruptly terminated.

On Friday, Feb. 5th, Miss CATHERINE BUTTS, Principal of the Fair Street Training School, passed from her earthly labors. Miss BUTTS was a graduate of the State Normal School, at New Britain, and has been engaged in teaching in this city about twelve years. Her early experience was in advanced classes in the Washington and Dwight Schools. Subsequently, the policy of the Board requiring the best teachers for the primary rooms, she was placed in charge of "No. 1," Webster School. In 1872, when a principal was required for the Fair Street Training School, she was chosen to fill the vacancy. Her conscientious performance of every duty, her gentleness of manner, combined with efficiency of action and good judgment, eminently fitted her to perform the duties of the office to which she was called.

At the close of the last term Miss Mary J. Curtis, of No. 11 Skinner School, and Miss Julia Hovey, of No. 6 Eaton School, declined their re-appointments. Miss Curtis began her service in the Webster School, in 1854. Miss Hovey has been connected with the Eaton School, since 1857. They have both been industrious, faithful teachers. Their labors have never been crowned with better success than during the past year.

Miss Marietta Wildman, having charge of the Fair Street Ungraded School, with her sister, resigned at the beginning of the last term, on account of impaired health. The two sisters began their labors in connection with the efforts of several benevolent ladies of New Haven, in behalf of a degraded class of destitute children, and their names first appear in the list of appointments as teachers, in 1858, when their school first came under the care of the Board of Education. Their employment may have been humble and arduous; but many of those children

drawn from the depths of degradation, now grown to maturity, call their benefactors and teachers blessed.

Miss Mary A. T. Connelly had nearly completed a period of ten years service in the Wooster School, when she resigned in April last. Her steady improvement from the beginning to the end of her course, placed her in rank among our most desirable teachers.

Mrs. Anna L. Biddle became a teacher in the High School at the opening of the new building in 1872, and resigned at the close of the last winter term. The excellent reputation she gained as a teacher in the High School of Chicago, has been abundantly sustained here.

A younger class of teachers who have withdrawn during the year, are the following, all former members of the training schools: Misses Ella J. Reilly, Laura T. Cannon and Rosalia G. Maher, from the Washington; Jesse Craig, from Dwight; Maggie T. Bryden and Alice J. Serviss, from the Edwards Street; and Mary E. Root, from the Skinner School. These have all performed their duties faithfully and deserve large credit for what they have accomplished.

INSTRUCTION.—No new duties have been required of the teachers during the year; but earnest efforts have been made to improve the methods and quality of instruction. The enthusiasm of many of the teachers has been worthy of strong commendation; the advancement of their classes has been highly gratifying. The work of the schools, as a whole, may be regarded as fully equal to that of previous years.

The examination of classes in all the studies, at stated times, by the principals, is now thoroughly made and reported. Teachers are held responsible for the progress of their pupils, and satisfactory reasons must be given for any deficiency of failure to accomplish the amount of work laid out in the scheme of studies, for the time specified. The gradation of the studies from the primary room to the highest class is exactly defined; and any teacher who omits any part, or neglects to give thorough

instruction in the grade assigned to her, throws additional labor upon the teacher to whom her pupils are promoted, or hinders promotion, if the children are kept back for want of preparation. Failure on examination may be anticipated, (1.) whenever the order and government, in a room, are defective. No satisfactory progress can be made in teaching, or learning, where confusion and disorder prevail; nor where the mind of the teacher is burdened and fretted with misconduct, which requires a considerable portion of the time to correct. (2.) From indifference; apparent want of interest in the duties and pupils of the school: the mind of the teacher preoccupied with objects of interest foreign to the work on hand, will quickly be revealed in the spirit and actions of the pupils.

(3.) A low standard of attainment, is another indication of feeble effort and failure. The teacher who is not competent to appreciate excellence, both in her own work and that of her pupils, or being able, neglects to study for the best means of securing it, cannot expect large success. A constant seeking for the best methods and a vigorous exercise of ingenuity are indispensable, in the school-room, to anticipate and forestall whatever is harmful, and to secure the highest degree of excellence in duty.

Formal examinations are valuable as proofs of what has been done well, or neglected, through a considerable period of time; but every wise and faithful teacher will scrutinize her own work, each day, as indicative of future results, and govern herself accordingly.

The classes and grades are like the links of a chain, and it is hazardous to allow a single link to become weak or broken. Gradually the unity and uniformity of our school system has been growing more complete by careful effort to strengthen what was weak and to remove what was objectionable. The degree of perfection attainable in every department of instruction will depend chiefly on the capability, efficiency and devotion of those who come into immediate contact with the minds of the pupils, in their daily work as teachers.

The "*time tables*" show how completely every hour of each half day is occupied. No teacher can pause, or turn aside, for a moment, from the exercises specified, without loss which cannot be repaired. Nor can the duties be performed languidly, not to say lazily, by teacher or pupil, without danger of retrogradation. Yet, such is the variety of exercises—recitations, study, physical recreation, singing, &c., that with judicious care, on the part of the teacher, pupils need never be overtaxed.

Improvement in the quality of teaching depends upon the interest and effort individually of the teachers. A marked difference has been observable, the past year, in the same grades of studies—especially in *reading*. As a fundamental branch, underlying all others, this is beginning to be recognized as one of the first importance; not so much as an elocutionary exercise, as in leading the pupil to comprehend quickly and clearly the meaning of words and the thought contained in the passage read,—to gather the idea as conceived by the author. Instead of attempting to cultivate expression without a knowledge of the language, the manner of utterance which indicates a clear idea of the meaning and force of words, is taken as a proof of the understanding of what is read. Some of the teachers have shown very gratifying evidence of successful teaching, in this department, and still greater improvement may be expected hereafter.

The practice of *defining words* has been too much neglected, both in reading and spelling. In the latter the meaning of a word is quite as important as an aid to correct spelling, as in the former for intelligent reading.

In all branches taught, since the number has become so great, and cannot easily be reduced, the problem to solve is, to find how to avoid too great pressure in the daily programme of exercises, and to impart to the pupil a satisfactory knowledge of the studies required. This can be accomplished in no way so well as by diminishing the time devoted to a part, or all of the studies.

In geography the question is nearly settled, by the in-

introduction of map drawing, in connection with the lesson. By its aid a complete outline of the study is secured ; a large portion of the details are omitted ; the whole subject is more clearly understood and more firmly fixed in the memory. Instead of a continued study of geography from the third grade through the seventh and eighth, even into the High School, the course is already diminished a year, and there is scarcely a doubt that, a year hence, a competent knowledge of the subject will be gained before entering the seventh grade, (No. 12, second class). If so, the time of this study will be diminished *more than two years* ; at the same time a far better knowledge of Geography will be gained by the pupil.

Arithmetic needs elimination. Beginning with the exercise of counting, in the primary room, the pupil struggles with the "science of numbers" through the whole course of eight or nine years ; and then is often ridiculed by "business men" for his ignorance of "practical Arithmetic." This study can be shortened and made more "practical." Several subjects may be omitted without sacrifice. The abridgment of these studies, as suggested, will give ample time for all duties required by the time table.

The English Language, as a distinct study, has been almost ignored in the graded schools. *English Grammar* gets about one-fourth as much time as Arithmetic. But while 600 pupils, in the same building, learn the latter, only a comparatively small number become initiated into the mysteries of the former. But with the introduction of the "Language Lessons" "a new departure" is at hand which promises future improvement.

The department of *Vocal Music* has made a steady advance during this, its decennial year ; and in the language of Mr. Jepson in his report, "it is not enough to say that the scholars are simply interested in the study of music, they are enthusiastic." It may not be a fruitless suggestion to make in this connection, that if the enthusiasm which characterizes the vocal instructor in the performance of his duties, could pervade all our teachers

and by them be imparted to the pupils in all their studies, a most valuable element of success would be gained. He reports 850 solo singers, who are able to stand and "sing exercises at sight." Their names are all reported to the Board; and we regret that our pages will not allow room for printing every one of them. Mr. Jepson gives large credit to Principals and Teachers for their hearty and faithful coöperation in this department of instruction.

Drawing, under the immediate supervision of Professor Bail has likewise made very satisfactory progress. This is the second year in which he has devoted his whole time to the supervision and instruction of this branch of study. The wisdom of the Board is fully justified by the greatly improved quality of work done, and the increased amount of drawings completed. At the meeting of the State Teachers' Association in October last, specimens from all the schools were sent to the office of the Board and placed on exhibition. Mounted on large sheets of manilla paper, they covered the walls of three large rooms in the High School building. During the past term, specimens were prepared by the pupils of the High School, making a collection of 350 drawings, and are now on exhibition in the building. They present a great variety of original designs by the pupils, for ornamental book covers, figures for carpets, wall papers, &c.; also, drawings of objects and copies.

THE SCHOOLS.—The system of public instruction has never been so complete in its organization and details, as at the present time. The aid rendered by the Principals, coöperating cordially and faithfully as they do with the Officers, in securing a careful observance of all requirements of the Board, has greatly increased the efficiency of administration throughout the district. The teachers also cheerfully comply with the direction of the Principals in the performance of their duties. To the uniformly harmonious spirit and action which prevails is the efficiency and prosperity of our school system, in no small degree, due.

The frequent reports required have been promptly and correctly made, by which the Superintendent has been able to become intimately acquainted with the condition of the schools in many particulars besides those which require his personal observation.

THE HIGH SCHOOL.—Peace and prosperity have attended the movements of this institution. The number of pupils has been increased and a very large amount of work has been done by the teachers, of a quality most thorough and satisfactory in its character. The pressure of duties, at the opening of the year, was so great as to require another teacher; and Miss Sara E. Husted, a graduate of the class of 1874, was appointed from the Training School. Mrs. A. L. Biddle resigned at the close of the winter term. She entered the school at the opening of the new building, in September, 1872. Miss Elizabeth Cooper, a former teacher, filled the vacancy through the remainder of the school year. Her services have been very acceptable, and gladly would they have been retained, if additional assistance had not been required for the large German class. Miss Lucy R. Bliss has been appointed in Miss Cooper's place with reference to that duty.

At the April examination of the incoming class, 135 candidates were admitted, chiefly from the Grammar schools. It was gratifying to note the advance made by the class of this year. They were found qualified to pass directly into the fourth class; and the fifth class of the High School, which has been, in fact, only a preparatory one, was promoted to the fourth, and will hereafter cease to be an appendage to the school.

This school has received a considerable number of scholars from adjoining towns, which is allowed, on payment of tuition, when there are vacant seats.

A valuable addition has been made to the philosophical and chemical apparatus; also, to the reference and general library.

The following table indicates the number of pupils be-

longing to the classes in the several studies of the year, from May, 1874, to April 27, 1875 :

Algebra,	78	English Literature,.....	56	Physiology,	61
Arithmetic,	190	Rhetoric,	63	Physical Geography,.....	60
Book-keeping,	122	Astronomy,.....	20	Ancient History,.....	173
Geometry,	64	Botany,	61	Modern History,.....	40
German,.....	113	Chemistry,	67	U. S. History,.....	104
Latin,.....	127	Geology,	20		
English Grammar,.....	86	Natural Philosophy,.....	67		

The Senior Class ('75) occupied the last half of the year in reviewing the studies of the entire course.

The graduation exercises of the Class of 1875, took place in the hall of the High School, Tuesday evening, April 27th. The Valedictory Address was delivered by Miss ROSELLA E. BRIGGS. The following are the names of the twenty graduates :

ADDIE H. ALLAN,	MAGGIE M. FERRIS,	MARY H. PECK,
CORNEY F. ALLAN,	JENNIE FIELD,	HATTIE A. PRINCE,
IDA M. AVERY,	KATIE M. FOWLER,	KATIE R. SMITH,
MARIA L. BRADLEY,	CARRIE I. GLADDEN,	LIZZIE J. SMITH,
ANNIE M. BRENNAN,	GERTIE HALLADAY,	FANNIE I. WHEELER,
ROSELLA E. BRIGGS,	IDA L. HENRY,	SARAH A. WILCOX,
EMILY J. FARNSWORTH,	MARIE A. HODGSON,	

THE GRAMMAR SCHOOLS have been ably conducted by the Principals in charge. The annual examination of the first class, as candidates for promotion to the High School, furnished satisfactory evidence of thorough instruction, by which they were enabled to pass directly to the fourth class, on admission. The loss sustained by these schools in the reduction of grade in 1872, many now be regarded as essentially recovered. The subordinate schools, are doing well as tributaries, to the larger, under the particular supervision of the Principals.

THE TRAINING SCHOOLS have done their work in their usual, satisfactory manner. The Fair Street School suffered a severe loss in the sudden death of its lamented Principal. We were fortunate in being able to secure the services of Miss Reugene L. Young, to fill the vacancy. Her long service in the Eaton School, both in

the lower and higher grades, enables her to enter upon training-school work with excellent preparation, which with her recognized skill and earnest devotion to the vocation, insures a continuance of success to the school.

THE EVENING SCHOOLS.—The attendance at the High School building was about the same, during the past season, as in previous winters. A new school was opened in the basement of the Woolsey School, in Fair Haven, under the charge of Mr. Walbridge, which was attended by over 100 members. The interest manifested by the young men in years past continued through the last winter unabated.

A school for young women was opened for a few weeks late in the season, in the neighborhood of Newhallville, under the care of Miss F. M. Bryant. There was an average attendance of 15 or 20 in the school. This experiment suggests the expediency of providing small schools in different parts of the city, to obviate the great obstacle of one large central school—the long walk necessary for many, without company.

THE TRUANT SCHOOL.—Mr. Hart resigned the charge of the Whiting Street School, near the middle of the year, and was succeeded by Mr. Henry M. Loomis, who has been a successful teacher in East Haven, for some years. For thoroughness of instruction and good discipline, few of our schools are superior to it.

The ungraded school, in the Grand Street building, under the charge of Mr. Walbridge, is indispensable to the Woolsey District, as a receptacle of irregular pupils and insubordinates. Besides, the presence of a male teacher in the building where 300 to 400 scholars are daily assembled, is quite essential. This school has done valuable service as a regulator of attendance in the district.

I have spoken briefly of the schools and of the events of the current year, and omitted some topics which might have been presented—that a little space might be gained

for a glance at the decennial period just completed. It seems quite desirable to take note of whatever progress may have been made, during these ten years, both to refresh the memory and to make a record for future reference.

1865 and 1875.

1. SCHOOL-HOUSES.—In 1865 the District occupied 20 school buildings, furnished with 4,567 seats. During the past year 24 buildings have been occupied, provided with 8,339 seats. Ten years ago, the District owned 11 school buildings capable of seating 3,781 pupils. It now owns 19 buildings containing 7,414 seats.

The urgent want of more school-room was obvious at the outset ; of which the Eaton District furnished a forcible illustration, comprising, at that time, the territory of both the present Eaton and Skinner Districts. The School Census of 1866 revealed the fact, that within the limits of that district there were 2,287 children, between the ages of 4 and 16 years ; and the number of seats for their accommodation was less than 800. The Wooster School was crowded to excess, and large numbers of children were necessarily denied admission.

Although the lack of school-room was greater in the portion of the district named than elsewhere, all the larger schools in every part were obliged to require applicants to wait until there should be vacant seats. In the Superintendent's report for 1867, this statement occurs : "The aggregate number of applicants supplied with tickets and waiting for seats in the whole district, at the middle of last term, *was over three hundred*, as shown by the Weekly Reports. Moreover, it is known that many are deterred from making application, because so many who do apply fail of gaining admission."

The pressing necessity for increasing school accommodations led the Board to make provision for the wants of the district, and the Fair Street house was the first one

erected. Others were built and occupied as indicated in the following table :

School Buildings.	First occupied.	Grade of School.	Stories high.	No. School rooms.	No. Seats.	Material.	Cost including land & furn't'c.
Fair St.,	Jan. 1867	Primary.	2	6	292	Brick.	\$ 12,400
Skinner,	May 1868	Grammar.	2	12	613	Brick.	44,000
Washington,	May 1869	Grammar.	2	12	675	Brick.	49,000
Edwards St.,	Dec. 1870	Primary.	1	4	226	Wood.	16,000
Oak St.,	Sept. 1871	Primary.	1	4	220	Wood.	15,200
Division St.,	Sept. 1872	Inter. & Prim.	2	10	500	Brick.	22,300
High School,	Sept. 1872	High.	4	10	385	Brick.	125,000
West St.,	Jan. 1874	Primary.	2	4	220	Brick.	18,200
Woolsey,	Sept. 1874	Grammar.	3	12	634	Brick.	43,000
Totals,							
New Buildings,				74	3765		345,100
Grand St. annex.	Sept. 1871	Inter. & Prim.	2	8	400	Brick.	22,000
Hamilton,	Feb. 1868	Inter. & Prim.	2	13	650	1 w'd, 2 brick	Rented
German-English	May 1870	Primary.	1	2	108	Brick.	Rented
Totals, of ad-							
ditions,				97	4923		\$367,100

In this tabular statement it will be noticed that nine new school buildings have been erected and three others added by annexation and lease, giving 97 session rooms, 4,923 seats, at a cost of \$367,100; and the seating capacity of our schools has been considerably more than doubled during the period of ten years.

2. INCREASED ATTENDANCE.—The School Census of January, 1866, gives the number of children in the whole district between the ages of 4 and 16 years, 9,031. That of January, 1875, gives 12,936. The increase is 30 per cent., while the *increased attendance*, in the same period, has been 46 per cent., or 16 per cent. greater than the increase of children in the district.

3. THE NUMBER OF TEACHERS has increased from 95 to 200. Including the teachers of music, drawing and ungraded schools, 15 male teachers; then, 10.

4. PERMANENCE AND CHANGES OF PRINCIPALS.—Few changes of male teachers have taken place, during these ten years, in the High and Grammar Schools. The following dates show the length of time the principals have occupied their present positions :

High School,.....T. W. T. CURTIS, appointed Principal, 1868.
 ".....JAMES D. WHITMORE, " Sub-master, 1863.

Grammar Schools.

Wooster,.....	RALPH H. PARK,	"	Principal, 1862.
Webster,.....	JOHN G. LEWIS,	"	" 1863.
Dwight,.....	LEVERETT L. CAMP,	"	" 1864.
Eaton,.....	JOSEPH GILE,	"	" 1868.
Skinner,.....	HENRY C. DAVIS,	"	" 1868.
Washington,.....	GEORGE R. BURTON,	"	" 1869.
Woolsey,.....	MARK PITMAN,	"	" 1871.

Mr. WHITMORE had previously been employed in the public schools of New Haven since 1856, Mr. LEWIS since 1858, Mr. PARK since 1860, Mr. CAMP since 1863.

Much of the uninterrupted success of our schools is due to the permanent employment of our principal teachers.

5. VOCAL MUSIC was recognized as a branch of school instruction in 1865, under the charge of Mr. JEPSON.

His first efforts were regarded as simply experimental, and were confined to a few of the higher rooms in the Grammar Schools. In 1869 it was stated that "the number of pupils under the direct personal instruction of Mr. Jepson, has increased from about five hundred to thirty-five hundred." In 1870 the primary department was included in the course of instruction in Music, and from that time he has had under his personal tuition all the pupils in the district, numbering, now, over seven thousand in daily attendance.

At the outset, all the exercises were written on the blackboard during the lesson; but soon this was found impracticable, and a manual of exercises was prepared and printed, which greatly facilitated the instruction. Subsequently an improved series of lessons was published by Mr. Jepson, adapted to the different grades. This little work presents the subject of vocal music in a form so simple and so perfectly graded, that both teacher and pupil find the study pleasant and easy. The daily exercises in the schools, the singing of the children in the Sabbath Schools, of older pupils in church choirs and on public occasions, give abundant evidence of thorough instruction in this department.

6. DRAWING was added to the course of study in 1868, under the supervision of Prof. LOUIS BAIL, then connected as an instructor with the Scientific Department of Yale College. A preparatory course of instruction was given by him to all the teachers. Until 1873, Professor BAIL was employed merely to supervise the work of the teachers, visiting each room at the beginning of the term, to give direction for the future work, and near the close to note the progress made by the pupils and the efficiency of the teachers. Although a good measure of success attended this effort, a lack of uniformity in teaching was apparent. During the past two years, Professor BAIL's whole time has been devoted to instruction and supervision in this department, and the increased interest and thoroughness, both of teachers and pupils, evince the wisdom of the Board in making the change.

7. COURSE OF STUDY.—In 1869, a partial gradation of the schools had been effected; but no plan had been adopted by which uniform progress in the studies could be secured, or the comparative thoroughness of the teachers could be tested. After long and careful observation, a scheme of studies was completed which has largely contributed to a more perfect classification and steady progress in all the various departments of the schools. From the primary pupils to the senior class of the High School, the work was so laid out that the classes of all schools in the city, in the same grade, are able to make the same progress, provided the teachers are equally competent and efficient. Thus pupils passing from one school to another are readily classed, from a knowledge of the grade to which they previously belonged. Moreover, an undue attention to some studies and a censurable neglect of others are readily detected by a comparison with the requirements of the scheme. This course of study was adopted in 1870.

8. THE HIGH SCHOOL THEN AND NOW.—The record of 1865-6 shows an average daily attendance, in the High School, of 97 pupils. To this number may be added 41 members of the "preparatory department," and nomi-

nally belonging to the High School, because they were studying Latin; but in their attainments in the ordinary English studies were inferior to the highest grade of the Grammar Schools. In the same building there were also about 150 primary pupils. The High School proper was confined to two session rooms and two small recitation rooms on the upper floor. The number of pupils, small as it was, was too large for the space in which they were confined; and the accommodations were altogether too contracted for any respectable school of a higher grade. By the liberal provision of the Board, in September, 1872, the present beautiful edifice was opened for occupation, and 348 pupils were in "daily attendance" through the year. During the past summer term, nearly 400 pupils have been connected with the school, and all were members of the four regular classes. The "preparatory department" has been abolished. A four years' course of study was adopted, and in April, 1870, the first class of fourteen members, four male and fourteen female, was graduated from the institution, upon whom diplomas were conferred by the Board of Education. Five classes have since received diplomas, making an aggregate of one hundred and five (105) graduates. Of these, nearly all the young men became members of the Scientific Department of Yale College; the young women, having passed through a course of preparation in the Training School, are prepared to become the teachers of the schools in which they have received their education.

The character of the instruction given in the High School may be inferred from the "course of study," together with the questions used in the annual examination of the school, which may be found in the Appendix of the Annual Reports of the Schools. Greek is omitted from the course, but critical instruction is given in the advanced English, French and German languages. Over 100 scholars studied the German language during the past year.

Among the collateral aids in the instruction of the school are the Library, Philosophical, Chemical and

Astronomical apparatus, which have been liberally provided since the completion of the new building; also, an extensive and rare collection of minerals, belonging to Mr. CURTIS, the principal, which are freely used for illustrating the studies of mineralogy and geology. The Library consists largely of books of reference, to be read in connection with the various studies pursued—a very choice collection of works, presenting a copious fund of knowledge gathered by authors distinguished for learning and research.

But enough has been said to show that progress has been made in the higher departments of instruction; and since the High School is everywhere recognized as an outgrowth of the lower grades, without which it could not exist; the inference may be fairly drawn that the vigor and thoroughness of the latter have been fully maintained.

GRAMMAR SCHOOLS AND SUBORDINATE GRADES.—One of the conspicuous features of the higher rooms in the Grammar Schools, ten years ago, was their emptiness; in other words, the small number of scholars and large array of vacant seats they presented to view. At the same time, the primary rooms were full, often crowded, while scores of children, denied admission for want of room, were waiting for vacant seats! This state of things probably grew from a desire of the principals to "*get the best*;" a good apothegm, as originally applied, but unfortunate for the large numbers who were shut out of school by its application, and quite undemocratic in principle. A prompt adoption of the plan of more free and frequent promotions soon equalized the numbers in the different rooms and admitted many of the excluded. It may require greater effort on the part of the teacher, to bring a large class, of various capacities, to a given standard of attainment, than a select few; but "*the greatest good to the greatest number*," is a more satisfactory principle of action in the long run. The most gratifying results have been accomplished, on the whole, in those schools where the upper rooms have been kept well filled by a *monthly promotion* of one or two best pupils in each class, as vacan-

cies occurred. At present the equality of numbers in the different rooms is generally well preserved.

"TIME TABLES" have been adopted, specifying what exercises are required and the number of minutes to be devoted to each, through the day, in order to secure steady and uniform employment of both teacher and pupils. No teacher is at liberty to omit any exercise, nor introduce any other, not named in the programme.

WRITTEN EXAMINATIONS, monthly, or at least twice in each of the long terms, promote efficiency in the instruction. A sense of responsibility, on the part of the pupil, to retain and reproduce what has been learned, is of the first importance in school work; and no better means can be employed to secure it than an occasional examination, oral, for a rapid and general, and written for a critical, thorough test of the pupil's knowledge of the subject in hand.

PENMANSHIP is now systematically taught by all the teachers, each one being held responsible for the attainment of the pupils in this, as in all other branches. Although the highest style of the art may not be reached by those who are not professional teachers of penmanship, it is evident that for all practical purposes it can be satisfactorily taught by the regularly appointed teachers.

LANGUAGE LESSONS are now included in the "course of study." By the daily correction of common errors of speech, by teaching the meaning and right use of words and the proper construction of sentences, teachers may so lead the children into habits of correct expression and easy command of their own language, that they shall scarcely feel the want of a technical knowledge of English Grammar, should any miss the opportunity of receiving instruction in it, as doubtless very many will, if we may judge of the future by the past. The recent introduction of a text book, Swinton's Language Lessons, will doubtless give a fresh impulse to this study, by presenting an outline of method to aid those teachers who have heretofore failed because they had not skill to originate methods of their own.

Instruction in MORALS AND MANNERS is likewise included among the duties of the teachers. This is required because in the growth of character, the aid and influence of the teacher is quite as essential as in the culture of the intellect. The great educational problem of teachers is, to find how to establish in the hearts of the children those principles that shall lead them to choose right action, instead of inflicting punishment for crime committed. Progress thus far has been slow, it must be admitted ; still, the gain is perceptible and encouraging.

One leading object in the administration of our school system has been, to secure uniform and thorough instruction in all the schools of the district. The smaller schools remote from those more central have been carefully provided with competent teachers and have received the same supervision as the larger ones. In what manner greater efficiency in teaching and discipline, with decided improvement of methods in both have been secured, may be learned from a brief account of the change made in the duties of the principals of the Grammar Schools.

ENLARGED DUTIES OF PRINCIPALS.—Until within five years past the chief employment of each principal, during school hours, was to instruct from ten to twenty pupils comprising the members of the first class in the Grammar School. Even though aided by his assistant, in the instruction, his time for visiting the eleven other rooms and teachers was necessarily very limited and must be taken at the same hour every day ; or else the interests of his class must be sacrificed by his taking time set apart for their instruction. Consequently, he could know but little of the methods of instruction and government of the teachers in other rooms. Indeed, the time assigned for his own class was frequently and seriously interrupted by the calls of parents, visitors and messages from the teachers troubled with difficult cases of discipline. Besides, he could have no opportunity of knowing anything of the preparation of pupils, in other schools of his sub-district, for promotion to his own school, until they were presented to him for admission.

This very uneconomical and unsatisfactory employment of the principal's time and talent was changed in 1870. The most advanced class of the Grammar School was placed under the instruction of the first assistant, and a second assistant was provided, from the Training School, to aid her in the duties of the room. It was still the duty of the principal to see that the work of "No. 12" was well done and to render such aid as might be needful to preserve the standard of scholarship. Liberated from his narrow routine of duties he was now able to devote his whole time to the inspection of all rooms in his own building and those of the smaller schools in his district, from which pupils might be promoted to his own. In short, the principal was made responsible for the progress and proper management of all the schools placed in his charge.

The experience of the past five years amply justifies the change. Among the more obvious advantages derived from it are the following :

1. The teachers, brought into more direct relations with the head of the school, feel a deeper sense of responsibility, while they receive an inspiration to labor with increased energy and enthusiasm because encouraged and aided by his constant aid and coöperation.

2. Greater uniformity, both in governing and teaching, is secured in all the grades. The instruction given is readily tested by examinations and daily observation of the principal. If a teacher is found weak in discipline the principal is able to advise or assist her, until she is capable of controlling ; or, in case of failure, to report incapacity from undoubted evidence.

3. By the present arrangement the principals of the schools supplement, in part, the labors of the Superintendent, and render possible the performance of a duty not difficult in the infancy of the school system, but quite beyond the capability of any one man in its present increased magnitude.

SUPPLY OF TEACHERS.—About fifty substitutes have been required during the past year, to fill vacancies made

by the resignations, protracted sickness and deaths of teachers; not to mention brief absences of one, two or three days, on account of sickness and other causes. Probably from 35 to 40 substitutes have been required, annually, during the past ten years.

It was a difficult problem to solve, at the outset, to provide a resource from which, at the shortest notice, competent teachers might be obtained to supply the places of those unexpectedly withdrawn from service. To depend on inexperienced girls from the High School would insure inevitable failure. Besides, it would cause a serious interruption to their studies, to be frequently called away. Capable persons for the purpose unemployed, in the city, would not be likely to stand ready for all emergencies. It would be impossible to obtain good teachers from abroad, especially for temporary supply, or even for permanent appointment, at a time when competent teachers are seldom unemployed.

THE TRAINING SCHOOL.—The first expedient tried was, to send candidates for teaching to the school rooms of the best teachers, there to observe carefully how classes were taught and the modes of government employed. But this device proved unsatisfactory. The teachers were often hindered by questions and conversations of the visitors and were annoyed by being watched in all their movements through the day.

When the Fair street building was completed, in 1866, the Board of Education kindly allowed me to try an experiment whereby young teachers might receive more thorough preparation for their future work. In this building several candidates were placed, each in charge of a room, and all under the general supervision of a competent director—an experienced teacher. These apprentices were charged to perform their duties faithfully, as if no assistance could be had. At the same time, the principal was constantly observing their methods, ever ready to correct errors in teaching or government, to afford aid and encouragement, and to suggest whatever might profit them and facilitate their improvement.

It was soon evident that the experiment was successful. These young learners were thrown upon their responsibility, in the actual work of the school-room, as all beginners are; yet under circumstances which should guarantee success, or, at least, save them from the mortification of a public failure. From that time we began to provide teachers from abundant material, always at hand. Graduates of the High School, having completed a four year's course of instruction and having had the previous drill of the graded schools, familiar, as pupils, with the routine of school management, furnish the best of candidates for future teachers of the public schools.

The Fair Street School, of only four rooms, was soon found to be wholly inadequate to supply the demand for substitutes; and in 1869, when the new school on Howard avenue was opened, the old Washington building was inaugurated as a second training school.

From that time to the present, about twenty young ladies have been engaged in a course of preparation for teaching. While thus employed they have instructed between 400 and 500 children, under the supervision of their principals, and at the same time have acted as substitutes, filling temporary vacancies as they have occurred in the different schools of the district.

The whole number of young ladies received as members of both schools, since they were established, has been one hundred and sixty-two (162). Of this number one hundred and twenty-five (125) have received appointments in the public schools of New Haven. Four (4) are dead; twenty-six (26) are married; seven (7) withdrew before receiving appointments. *Eighty-three* (83), a majority of the female teachers of all the public schools of the city, outside of the training schools, are appointed to positions for the next year.

The problem is solved. An abundant source of supply of teachers has been found. The community that thoroughly educates its own children produces its own instructors. The money expended for teaching the young is paid to those who were but recently pupils of the same

schools in which they now are teachers, and is again returned to the same channels of trade and diffused throughout the community that had taxed itself to educate its own children.

TRUANT AND UNGRADED SCHOOLS.—Previous to the establishment of the Truant School, in 1871, every teacher was authorized to suspend scholars from further connection with the school, “in case of ten instances of unexcused absence and tardiness, for repeated truancy, and pointed opposition to authority.” Suspension meant throwing boys out of school upon the streets, to roam at their own will wherever objects of interest might draw them. Few parents had power to control this class of children, or suitable employment to occupy their time. Consequently, the “street school” was well patronized, vagrants were everywhere abundant, the company of apt learners of habits and devices of adult criminals was largely increased. A vicious boy, desiring to escape the confinement of the school-room, found the way provided by which at any time he could be set at liberty; and many were not slow to take advantage of the opportunity offered.

When the Whiting Street School was opened, Sept. 1, 1871, the rule of “suspension” was repealed, and instead pupils were required to be “transferred” to it, or to either of the Ungraded schools, for the causes named. About the same time, the Board appointed a special committee to investigate the subject, and report the best methods of preventing truancy. The committee reported a series of resolutions which the Board adopted. The following present the action proposed:

Resolved, That the committee appointed to confer with the town authorities be requested to call the attention of the Police Commissioners and the Police Magistrate to the necessity of an immediate enforcement of the truant laws.

Resolved, That in cases of truancy, vagrancy, and other offences, which by law are misdemeanors, the offender shall be placed on the following course of discipline, subject to such modification as the Committee on Schools may from time to time direct, viz: For the first offence, in addition to the ordinary school discipline, the name of the offender shall be given to such officer of

the Board as may be appointed for the purpose, whose duty it shall be to see the parents or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequence of such conduct if persisted in.

For a repeated offence the name of the truant shall be given to the police officers, who may be appointed by the Police Commissioners to enforce the law provided for such cases.

Whenever a pupil shall prove to be incorrigible under the ordinary discipline of the schools, the Police Magistrate shall be notified of the same."

For a time the effect seemed salutary ; but during the past three years there has been a retrograde movement as the following figures show :

No. truantries in all the schools in 1871,	583
" " " " " 1872,	548
" " " " " 1873,	603
" " " " " 1874,	973
" " " " " 1875,	1046

But in justice to the other schools it should be stated that of the 973 truantries in 1874, 183 were from the truant school itself ; and of the 1,046 in 1875, 338 were from the same school. While pupils in the graded schools understand how feeble the restraint upon truancy is in the truant school, those inclined to practice it will have little dread of any penalty it threatens. Another weakness, perhaps unavoidable, in the administration of the truant laws, is found in the fact that no pupil is compelled to go to the truant school, whose parent refuses assent. A large proportion of truants, ordered to be transferred to that school, fail to go, because of objections from parents, who cannot control their children, and are not willing to have others control them. Thus cut off from the public schools, they are likely to become vagrants and increasingly vicious.

The committee appointed by the Board, some four years ago, to visit the truant schools of Springfield and Worcester, reported that, "all parties whom we consulted agreed that the *enforcement of the truant laws prevented 50 per cent. of truancy.*"

And I most cordially endorse the conclusion of that committee when they say :

"All that is needed in New Haven to enable us at once to carry out all that is done in Worcester or Springfield is the provision of some place of restraint to which unruly and truant boys can be sent. The entire efficiency of any plan to stop truancy and vagrancy and to secure a fair education to the most neglected, makes necessary some arrangement where there shall be confinement for a longer or shorter period."

The services of the officers appointed by the Board and Chief of Police to secure the attendance at school of truant and neglected children, have been specially valuable in keeping the streets free from vagrants. Their influence in restraining pupils from truancy has undoubtedly been salutary. They have faithfully performed the duty assigned them; but their efficiency would have been greatly increased if the penalty for truancy could have been more definite and sure.

EVENING SCHOOLS.—The Superintendent's Report for 1868-9 gives the following historical sketch of these schools:

"An evening school for the instruction of young persons whose opportunities for an elementary education had been quite limited, had not been attempted for many years in New Haven, until the autumn of 1866. Through the efforts of Mr. WILLIAM FRANKLIN and Mr. ISAAC PIERSON, a member of Yale College, a school was opened, at that time, under the instruction of Mr. T. V. D. Garretson, and continued through the winter, closing April 12, 1867. A charge of \$4.00 was made for tuition. The largest number in attendance during that season was 42. The pupils were worthy lads between ten and sixteen years of age. The Board appropriated \$50 to aid in making up the deficiency, in payment of expenses; contributions were also made by several citizens, in behalf of pupils who were unable to pay tuition.

The interest manifested by the pupils and the evident benefit they received, induced the same gentlemen to continue the school the following season, under the instruction of Mr. J. K. H. DeForest, with about the same number of pupils and with similar success.

In December last (1868), the Board of Education deemed it expedient to try the experiment of opening a free evening school, for the benefit of young men whose business prevented them from attending the day schools. Convenient rooms were provided in the City Hall, and the school began in December, and continued full, numbering about 100 pupils, till its close, early in June. Nearly 400 applications were made for admission during the season. The studies were limited to Arithmetic, Penmanship, Spelling, English Grammar and Book-keeping.

Almost every kind of mechanical employment and manual labor, found in the city, was represented by the members of the school. The earnestness

and enthusiasm manifested by a large proportion of these young men, in their studies, is seldom equaled by the pupils of our day schools. The liberality of the Board, in providing this course of instruction is fully appreciated by them, and is often most heartily and gratefully expressed."

The next year an additional room was opened and the average number in attendance was between 150 and 200 members. In October, 1872, the school was removed from the City Hall to the lower rooms of the new High School building, where the sessions have been held, each season, with unabated interest. In the autumn of 1872, an evening school for young women was opened, two evenings each week. Over 100 attended a part of the winter; but the second season the number was much smaller, and the school has since been discontinued. Under a different arrangement, without doubt, a permanent school for young women could be sustained.

The excellent service rendered by Prof. Louis Bail in the Evening School, should not be passed without recognition. From 1869 to 1872, four valuable courses of instruction in Mechanical Drawing were given by him (*gratis*), to the young men of the school engaged in mechanical employments. Those practical mechanics doubtless went to their shops with new ideas of methods in performing their work. Better able to economize their time and material, with greater confidence in their own ability, they could not fail to find both increased profit and satisfaction in their business.

THE GERMAN-ENGLISH SCHOOL.—This school was opened under the auspices of the Board in May, 1870. Its object is not so much to teach the German language, as to instruct the German children in the English language, until they become sufficiently familiar with it, to be promoted to the graded schools. One-half of each day is employed in studying the various branches in the German, the other half in the English language. About 100 children are in daily attendance, under the charge of a native German, with an American lady assistant. Promotions are made near the close of each term. Children unable to speak a word of English can here continue

their studies without interruption, for a time improving their native tongue, while they are learning a new language; and thus they are enabled, almost without conscious effort, to learn the new methods of life in their adopted country.

ENUMERATION OF CHILDREN.—The law of the State requires that an accurate census of all children, between the ages of 4 and 16 years, shall be taken annually, in the month of January. To secure a more complete and systematic record, a book was so prepared as to indicate (1.) the street and number of every house, in order, in which a child of school age was found; (2.) the name of the parent, and underneath it the first name of each child of legal school age; (3.) the age of each child; (4.) whether attending public or private school; (5.) if not in any school, whether engaged in any regular employment. This book has been found convenient for record and reference, and was first used in taking the census of 1866.

FAIR HAVEN ANNEXED.—By the concurrent vote of the two sections of the city, the Fair Haven and City School Districts were united in July, 1871. Since that date the New Haven City School District has comprised the entire territory of the city. While the number of children of legal school age thus added to the district was about 1,000, the number of seats was only 484. It was obvious that increased school accommodations must be provided at an early day. In the autumn of 1873, ground was broken on the corner of Poplar and Woolsey sts. for the new Woolsey School. The building was completed and occupied Sept. 1st, 1874. The district is now furnished with 916 seats, and during the past year the average number of pupils in daily attendance has been 810. Fair Haven now has free access to the High School, and a large delegation from the Woolsey School are improving well the privileges it affords.

PUBLIC SENTIMENT.—One other indication of progress remains to be noticed. The increasing interest of the people in the prosperity of the public schools has been manifested in many ways. The large increase shown in

the daily attendance of pupils, year after year, affords gratifying evidence that parents appreciate the true value of the public school, and the services of those who perform the duties required in its administration. The people are justly jealous of any attempt to hinder the improvement of that instruction on which their children are dependent for future usefulness and enjoyment. Opposition which would unreasonably reduce appropriations for school accommodations and supplies, or limit the course of instruction to a minimum, has never received their approval. The public schools of New Haven are to-day evidence of the liberality of this community, in providing whatever has been needful for their success.

Allow me in closing, to express my appreciation of the hearty coöperation of the members of the Board of Education, while engaged in the performance of duties assigned me. To them I owe no small measure of any success that may have attended my efforts. To the teachers, who have so generally and carefully sought to know and to perform every required duty, large credit is due for whatever has been successfully accomplished, during the period just reviewed. My best wish for the future may be expressed in the earnest desire, that the record of the next ten years may exhibit a measure of prosperity in the schools of New Haven, equal to that of the past.

Respectfully submitted,

A. PARISH, *Sup't of Schools.*

NEW HAVEN, August 31, 1875.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the re-organization of its studies :

I. The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, Grades IX, X, XI, XII.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third optional. The optional studies are in *italics*.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, &c.

Correspondence.—A variety of topics connected with the details of business will be given the pupil designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place at the High School during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons: but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with "French's Common School" to chapter X, and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Mitchell's Intermediate Geography is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates.

APRIL, 1875.

RULES FOR THE EXAMINATION.

1. The scholar must *not* write his *name* on any of his examination papers.
2. Each scholar must write, at the *head of every sheet* containing answers to the questions, the following :
 - (a) The *examination number* to be used instead of the scholar's name.
Do not forget this direction.
 - (b) The date of the examination.
3. The work may be prepared upon separate paper, or slate, and afterwards copied upon the examination paper; but no time will be given for copying after the expiration of the time allowed for the exercise.
4. The *questions* are *not to be copied*. The *answer* must be *numbered* to correspond with the *number of the question*. Leave a *blue line* between the last answer and the one before it.
5. The general appearance of the paper with reference to neatness, spelling and penmanship will be taken into account. The writing should be kept within the marginal lines.
6. When you cannot give an *answer*, write the *number of the question*, and write against it—"cannot answer."
7. The *solution* of each problem must be copied *in full*, so that the *process* may be examined as well as the answer.
8. Pupils must not have any written or printed matter, except the questions, within their reach during the time of examination.
9. *No inquiries* by the scholars, nor *explanations* by teachers, relating to the *questions or work* of the examination, are allowed during the time assigned to each subject.
10. After the questions have been distributed, pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being liable to undergo a subsequent examination.
11. *All communication* between pupils during the examination is strictly forbidden.
12. The examination will close punctually at the expiration of *three hours* from its commencement; but any who choose to do so can hand in their papers after *two hours*.
13. Any evasion or violation of the above rules will subject the pupil offending to another examination, or dismissal from the school.

TO THE PRINCIPALS.

1. Give out the *rules for the examination*, and require the pupils to read them *with care*, before the examination begins.
2. Give out the cards on which pupils must fill the blanks *accurately* before the beginning of the examination. Return the cards filled, at the end of the first day's examination, with the first set of answers.
3. All the *printed questions* and the *answers* written by the scholars must be collected *promptly by the teachers*, at the end of the time allowed for the exercise, and *forwarded, without delay, carefully enveloped*, to the office of the Board of Education, addressed to the Superintendent of Schools.

ARITHMETIC.

1. State how a decimal fraction differs from a common fraction. How can each be reduced to the other? Illustrate by examples.

2. What decimal of a mile is 1 furlong, 18 rods and 1 yard?

3. How much butter at $18\frac{1}{2}$ cts. a pound must be given for 12 gallons, 3 quarts of molasses, at $37\frac{1}{2}$ cts. a gallon?

4. Multiply the sum of 55 ten-thousandths and 75 hundred-thousandths by their difference, and divide the product by half their difference.

5. Define odd and prime numbers. Give ten examples of each.

6. What will it cost to pave a walk 89.4 ft. long, 9.5 ft. wide, at $\$3.37\frac{1}{2}$ per 100 sq. feet?

7. Suppose you sell John Smith, of New Haven, for cash, 75 yds. of carpet, at $\$1.40$ per yd.; 30 yds. drugget at $\$1.25$ a yd.; 5 mats at $\$3.15$ each; 35 yds. of oil cloth, at $\$1.05$ per yd. Make a receipted Bill of these articles, in regular form.

8. What will be the cost of digging a cellar 45 ft. long, 24 ft. wide and 8 ft. deep, at 35 cts. a cubic yard.

9. A merchant sold a lace collar for $\$1\frac{1}{2}$, that had cost him $\$1\frac{1}{3}$. How much was his profit?

10. Diminish $\frac{2\frac{1}{10}}{2\frac{1}{10}} + \frac{2\frac{1}{10}}{8\frac{1}{10}}$ by the prod. of $\frac{6}{125}$ by $\frac{8\frac{1}{10}}{10\frac{1}{10}}$.

11. If a man travels 140 miles in 15 days, employing only 9 hours a day, how far would he go in 20 days, traveling 12 hours a day, at the same rate per hour.

Work this example by analysis and explain clearly the process.

12. If I buy at $2\frac{1}{2}$ cts. and sell at 4 cts. what per cent. do I gain?

If I buy at 4 cts. and sell at $2\frac{1}{2}$ cts. what per cent. do I lose?

13. A drover lost 10 per cent. of his sheep by disease, 15 per cent. were stolen, and he had 171 sheep left. How many had he at first?

14. A man sold his house at 20 per cent. above cost, and thereby made $\$1860$. Required the cost and selling price.

15. For what sum must a note be drawn, on six months, that at 6 per cent. bank discount the proceeds shall be $\$500$?

16. How much gold will $\$100$ in currency buy, when gold is worth $\$1.15$?

17. What interest and premium shall I receive for a half year, on a $\$1000$ U. S. 6 per cent. Bond, when the market value of gold is $\$1.15$?

18. Two men hire a pasture for $\$50$; one put in 20 horses for 12 weeks, the other 25 horses for 10 weeks. How much should each pay?

19. If a pole 6 ft. long casts a shadow $7\frac{1}{2}$ ft. long, how high is a tree whose shadow is 85 ft. long?

State this example by the rule of proportion.

20. What is the difference between the square root of 625 and 5^2 ?

ENGLISH GRAMMAR.

1. Write a simple sentence.
Define a simple sentence.
 2. Write a complex sentence.
Define a complex sentence.
 3. Write a compound sentence.
Define a compound sentence.
 4. Extend the expression *ships sail*—1. By the addition of an *adjective* and an *adverb*. 2. Rewrite the sentence thus extended and add a *preposition*, a *noun* and an *interjection*.
 5. Define a phrase, and write one as an illustration.
 6. Define and write a clause.
 7. Compare ill, bad, evil, far, little.
 8. Combine five auxiliary verbs with the verb *go*, each in the present and past tenses. Name the moods in which each auxiliary can be used.
 9. Parse *who* in the following sentences: Who came with you? I know who came with you.
 10. What are the properties or particulars required in parsing a noun?
 11. Either of the five teachers were ready to assist us. What errors? Write correctly.
 12. Give the principal parts of the verbs *go*, *sit*, *fly*, *tear*, *burst*.
 13. Define a transitive verb.
 14. Parse *me* and *grammar*, in the sentence: She taught me grammar.
 15. Name the properties or particulars required in parsing a verb.
 16. Write the verb *tell* in the common emphatic, passive and progressive forms. 1st per. plu., in all the tenses, in which the emphatic form is used.
 17. What is the *conjugation* and what the *synopsis* of a verb.
 - 18, 19, 20. Write a letter of not less than fifteen, nor more than twenty lines, on current events in New Haven, or elsewhere.
- NOTE.—Let the date, address, etc., be given with care.
- A credit equivalent to three questions will be allowed on the last, for perfect work.

GEOGRAPHY.

1. Name the summer months in Chili.
2. In what direction does the river Nile flow, and into what body of water does it empty?
3. What bodies of water does the Suez Canal connect?
4. Name a city in Europe having about the same latitude as New York City.
5. Describe, in full, the three longest rivers in South America.
6. What two territories lie on the Columbia River?
7. Where are the following mountains: 1, Chimborazo; 2, Alps; 3, Hecla; 4, Cotopaxi; 5, Lebanon; 6, Cascade Range; 7, Etna; 8, Sinai; 9, Yablonoi; 10, Hood.
8. Draw an outline map of the New England States, of such proportions

that the distance between Boston and the New York State line will be two inches.

9. Draw the 1, Housatonic; 2, Connecticut; 3, Merrimac; 4, Androscoggin; 5, Kennebec; 6, Penobscot; 7, St. John; 8, Saco; 9, St. Croix; 10, Thames, Rivers.

10. Locate: 1, White; 2, Green; 3, Kearsage; 4, Katahdin; 5, and Wachusett, Mountains.

11. Locate the capital of each New England State; four cities in Connecticut; four in Massachusetts; and six cities and towns in the other New England States.

12. Draw Lake Champlain, one lake in New Hampshire, one in Maine. Locate Long Island, Nantucket, Block Island, Cape Cod and Cape Ann.

13. Where is the place on the earth that has neither latitude nor longitude?

14. Name, in order, the bodies of water over which a vessel would pass, in going, by way of Suez, from London to Bombay, from Bombay to Canton, from Canton to Peking.

15. Name four deserts in Asia, two in Africa, and one in North America, and tell where they are situated.

16. How do the *products*, the *climate* and the *occupations* of the people of Louisiana differ from those of Connecticut?

17. Name four important mineral productions of the United States, and the State in which each is found in greatest abundance.

18. Tell from what States or Countries the following productions are obtained: 1, Cotton; 2, Bananas; 3, Tea; 4, Oranges; 5, Coffee; 6, Figs; 7, Raisins; 8, Sugar; 9, Rice; 10, Seal Skins.

19. Name three countries in which the education of the people is most generally encouraged; two in which the greatest ignorance prevails. What can you say of the state of society in each?

20. Name three leading Commercial Countries.

HISTORY OF THE UNITED STATES.

1. Describe *briefly* the four voyages of Columbus and what he discovered in each.

2. Name three English explorers and state along what coast each one sailed.

3. Name one Dutch and two French explorers and state what they discovered.

4. Name three important early settlements of North America. State when, where, and by whom each one was made.

5. What was the most important early Dutch settlement in North America? Into whose hands did it afterwards fall?

6. Give a brief account of the settlement of the three Colonies of Connecticut.

7. Who was Edmund Andros? Give an account of his conduct.

8. Describe the trouble with the Quakers in 1756.

9. Describe William Penn's treatment of the Indians.

10. State the causes of the French and Indian War.
11. Describe the agency of the "Ohio Company" in bringing on the war.
12. How many and what expeditions were planned in 1755?
13. On what ground did the English claim the right to tax the American colonists?
14. What principle of taxation did the colonists maintain?
15. When and where did the "First Continental Congress" meet?
16. Give a brief account of the event which to-day (April 19th) occasions a centennial celebration in a neighboring State.
17. Describe Arnold's attack upon New London.
18. What was the closing event of the war? Where and when did it take place? Give the name of the commander on each side.
19. Write five dates between 1775 and 1875, and attach to each some event of the year named.
20. Name five important events you can think of, which have occurred in this country, between its discovery and 1875.

SPELLING.

Balance,	Deceitful,	Analysis,	Grandeur,	Confectionery,
Separation,	Supersede,	Business,	Artillery,	Stationary,
Changeable,	Reprieve,	Tuesday,	Battalion,	Resuscitate,
Forgetting,	Conscientious,	Vigilance,	Existence,	Negotiate,
Censorious,	Exhilarate,	February,	Resistance,	Chandelier,
Benefited,	Aqueduct,	Fatiguing,	Precipice,	Outrageous,
Condescend,	Discipline,	Similarity,	Extirpate,	Stationery,
Secede,	Irresistible,	Leisure,	Diligently,	Melancholy,
Tranquillity,	Prejudice,	Gymnasium,	Assassinate,	Marvelous,
Niece,	Parallel,	Firmament,	Lacerate,	Privileges.

ANNUAL EXAMINATION.

HILLHOUSE HIGH SCHOOL.

APRIL, 1875.

BOOK-KEEPING.

Fourth Class.

Write Journal, Ledger, and Trial Balance from the following transactions. In the Ledger allow 15 lines for Cash, Merchandise, and Balance, and 6 lines for all other accounts.

New Haven, April 1, 1875.—I commence business this day, with the following Resources and Liabilities. My Resources are, Merchandise as per Inventory Book, \$4,083.75, and Cash, \$3,000; total, \$7,083.75. My Liabilities are certain outstanding notes, valued at \$1,500.

(2.) Sold to S. Hemingway, for cash, 310 yds. Eng. Cassimeres @ \$2—\$620.

(3.) Sold to A. Murtagh, on his note for 30 days, 190 yds. Black Eng. Cloth @ \$1.16—\$220.40.

(5.) Sold to C. E. Hoadley, on account, 175 yds. English Cloths @ \$3.75—\$656.25.

(6.) Bought of C. A. Tuttle, on my note at 60 days, 398 yds. French Cloths @ \$5—\$1,990.

(8.) Bought of J. F. Jackson, on account, 238 yds. English Cassimeres @ \$1.25—\$297.50.

(10.) Sold G. E. Robertson 250 yds. French Cloths @ \$5—\$1,250. Received in payment, cash, \$450; and for the remainder, his note at 30 days, \$800.

(12.) Sold to F. E. Durgy 195 yds. Black French Cassimeres @ \$2.25—\$438.75. Received in part payment, cash, \$300; and the remainder sold on account, \$138.75.

(20.) Sold to C. E. Hoadley 230 yds. English Cloths @ \$3—\$690. Received payment in part by J. F. Jackson's note, favor of C. E. Hoadley, due June 4, amount \$350; the balance sold on account, \$350.

(22.) Bought of J. F. Jackson 400 yds. English Cassimeres @ \$1.50—\$600. Paid in part by his note, favor of C. E. Hoadley, due June 4, \$350; the rest purchased on account, \$250.

(24.) Received cash of C. E. Hoadley on account, \$656.25.

(25.) Bought of A. B. Cornwall 240 yds. French Cloths @ \$3—Paid in part, cash, \$400; and the balance on account, \$320.

(27.) Sold to F. E. Durgy 220 yds. French Cloths @ \$3.40—\$748. Received, cash, \$600; and the balance on account, \$148.

(29.) Sold F. E. Durgy 332 yds. French Cloths @ \$5.15—\$1,709.80. Received payment, cash, \$569.83; his note at 60 days, \$579.98; balance on account at 30 days, \$559.99.

(30.) Paid A. B. Cornwall in full of account, cash, \$320.

(31.) Paid for Repairs, Gas, etc., cash, \$155.

INVENTORY OF RESOURCES.—Merchandise, \$3,022.56.

BOTANY AND PHYSIOLOGY.

1. Is the difference between the pippin and the russet apple one of species or variety?

How is it about the difference between the white and the red clover? Explain.

Illustrate by drawing the following leaf forms: *ovate*, *lanceolate*, *sagittate*, *pinnatifid*, and *pinnate*.

2. Illustrate by drawings the distinction between *radiate-veined* and *feather-veined*. Name an example of each.

Name the varieties of axillary inflorescence, and give an example of each.

3. Describe the stem of an exogenous tree. Give characteristics of the orders Leguminosæ and Labiatæ.

How do the plants affect the air?

4. Name four offices of the skin.

Name the organs through which food passes, and the fluids with which it has been mixed when digested.

How does digested food enter the blood?

5. What is the office of the lungs?

Describe the movements of respiration.

How does the respiration of animals affect the air?

Where and why is ventilation necessary?

Give illustrations.

PHYSICAL GEOGRAPHY.

1. Define *Physical Geography*; *Stratified Rocks*; *Barrier Reefs*; *a Cañon*; *a Continental River System*. ⁽⁶⁾

Of what advantage is a great extent of coast line to a country? ⁽¹⁾

Describe the formation of a coral island. ⁽²⁾

Describe the greatest depressions below the sea level. ⁽²⁾

2. What relation exists between mountain systems and rivers? ⁽¹⁾

Describe the Vale of Cashmere. ⁽¹⁾

Describe the highest table land in the world. ⁽²⁾

Name four classes of volcanoes, and give an example of each. ⁽²⁾

Describe the arrangement of volcanoes. ⁽²⁾

3. Describe the three earthquake movements, and their two modes of progression. ⁽⁵⁾

Describe the formation of limestone caves. ⁽²⁾

Give an example. ⁽¹⁾

What is a *Zoëlitic Cavern*? ⁽¹⁾

4. Describe an *Artesian Well*. ⁽²⁾

Name the four classes of lakes. Give an example of each. ⁽²⁾

Upon what does the velocity of a river depend? ⁽¹⁾

Describe the formation of tides. ⁽²⁾

Illustrate by a figure. ⁽¹⁾

What are *Ocean Currents*? ⁽¹⁾

5. In what part of the ocean do we find the freshest water, and why? ⁽²⁾

Describe the *Telegraphic Plateau*. ⁽²⁾

Give full description of the *Gulf Stream*. ⁽⁵⁾

NOTE.—Figures in parenthesis denote credits.

PHYSICS.

Junior Class.

1. Define the three states of matter ; cohesion, adhesion, tenacity, ductility ; ray, beam, pencil of light. ⁽¹⁰⁾

2. Explain annealing, tempering, capillarity, crystallization. ⁽⁸⁾

3. Derive and explain the laws of falling bodies.

A ball is thrown downward with a velocity of 125 feet a second, and reached the earth in 7 seconds. What was its velocity on reaching the earth? How far did it fall? ⁽¹⁵⁾

4. Explain the phenomenon of sound. State the laws of the vibrations of strings. Explain sensitive flames without tubes. ⁽¹⁰⁾

5. Write the laws which govern the transmission of light. Explain the reflection and refraction of light. ⁽¹⁰⁾

CHEMISTRY.

1. Define chemical affinity, atomic weight, a base, a salt, an alkali, combustion, a rational formula, an empirical formula, an organic and an inorganic body. ⁽¹⁰⁾

2. Oxygen : its source, preparation, properties ; its effects in the air, upon fuel, on impure water, on red-hot iron, on iron exposed to moisture. ⁽¹⁰⁾

3. CO₂ : its source, preparation, reaction, test. Prove that it is heavier than air. ⁽⁶⁾

What weight of HNaCO₃ would be required to evolve 12 lbs. of CO₂? ⁽⁶⁾

4. Chlorine : its use in bleaching ; as a disinfectant. ⁽¹⁰⁾

5. Starch : symbol, molecular weight, sources, appearance under the microscope, preparation, properties, test. ⁽¹⁰⁾

MODERN HISTORY AND ENGLISH LITERATURE.

1. Give the leading events in the life of the Emperor Charles V.

2. Name five eminent individuals in Queen Elizabeth's reign, and state for what each was most distinguished.

3. For what are the following names memorable in European history : George Villiers ; Naseby ; Colbert ; Titus Oates ; Sedgemoor ; Godolphin ; Flora McDonald ; Mirabeau ; Toulon.

4. Give some account of the condition of England during the reign of Charles II.

5. What was the Petition of Rights? What provision of modern law does it embody?

In what reign and from what curious coincidence was the word *Cabal* employed?

When were the terms *Whig* and *Tory* first used? Derivation of the words. In what reign were the parties thus designated most bitterly arrayed against each other?

6. Causes which led to the French Revolution. Name five persons prominently connected with it.

7. Name five prominent Anglo-Saxon writers. Which has received the title *Venerable*? Give two traditionary accounts of its origin.

8. Name five modern poems founded upon legends connected with King Arthur. Their authors—one an American.

9. Sources whence any portion of *Midsummer Night's Dream* was obtained. What internal evidence of its date? Name the characters of the play. Which of them are found elsewhere?

10. Show how any portion of the play illustrates the condition of the stage in Shakespeare's own time.

Explain the allusion in the following lines:

"The riot of the tipsy Bacchanals,

Tearing the Thracian singer in their rage."

ANCIENT HISTORY.

Third Class.

1. Name the four great empires of antiquity. (1)

When did Persia become a Grecian and Greece a Roman province? (2)

How does history verify the interpretation of Nebuchadnezzar's dream? (2)

Give the dates and a brief account of the taking of Tyre by Nebuchadnezzar, and also by Alexander. (2)

Compare the religions of Egypt, Persia, Greece, and Rome, as to the objects of worship. (2)

2. Mention the most important states and cities of Greece. (2)

Give a brief account of the Trojan War. (2)

From whose writings do we gain our knowledge of this event? (2)

What was an oracle? Mention celebrated oracles. (2)

What was the "Retreat of the Ten Thousand"? State its effects. (1)

3. Name the seven kings of Rome. (1)

Origin of the offices of consul and dictator. (2)

Who were the first consuls of Rome? (1)

Give cause, date, brief outline and result of First Punic War. (2)

Mention six important battles during the Second Punic War, and give a brief account of the battle of Metaurus. (2)

4. Who formed the First and Second Triumvirates, and how was their union brought about? (2)

Name the "five good emperors." (1)

State in whose reign Jerusalem was taken and Herculaneum and Pompeii were destroyed. (2)

State important events in the reign of Constantine. (2)

Date of the extinction of the Roman Empire. (1)

5. Mention three important battles during the Persian Invasion, and state what was decided by each. (2)

Why are the following names illustrious: Semiramis; Cornelia Gracchus; Archimides; Zenobia; Veturia. (2)

Circumstances in which these expressions were used, and their meaning: "Carthago delenda est;" "Veni, vidi, vici." (2)

RHETORIC.

1. Punctuate carefully the first page of manuscript.
2. Name seven groups of the Indo-European family of languages.

What is the exact position of the English language as a member of the Indo-European family?

What was the effect of the Norman Conquest upon the language of England?

3. Distinguish between *malevolence*, *malice*, and *malignity*; *example* and *instance*; *banish*, *exile*, and *expel*.

From what language are the words in the following extract derived:—

"Stand therefore, having your loins girt about with truth and having on the breast-plate of righteousness, and your feet shod with the preparation of the gospel of peace; above all, taking the shield of faith, wherewith ye shall be able to quench all the fiery darts of the wicked."

4. Criticise and correct the following:—

The girl aggravates me very much by her obstinacy and impudence.

I did not talk to him but to you.

Are these designs which any man who is born a Briton, in any circumstances, ought to be ashamed to avow?

John is the best boy in the village that attends the academy.

He built a large stone house on the brow of the hill, (it cost him ten thousand dollars,) which commanded a fine view of the surrounding country.

5. Define and compare Wit and Humor.

Explain and criticise the figures in the following:—

"My hopes and fears
Start up alarmed, and o'er life's narrow verge
Look down—on what? A fathomless abyss."

"There are whole veins of diamonds in thine eyes,
Might furnish crowns for all the queens of earth."

"O dark and cruel deep, reveal
The secret that thy waves conceal!
And ye wild sea-birds, hither wheel
And tell it me."

LATIN.

1. Translate—

Quum Priscus Tarquinius occisus est, Tanaquil de superiore parte domus populum allocuta est, dicens: regem grave quidem, sed non letale vulnus accepisse; eum petere, ut populus, dum convaluisset, Servio Tullio obediret.

2. Syntax of *domus*, *vulnus*, *petere*, *Servio Tullio*. Explain the subjunctives. Principal parts of *occisus esset*, *obediret*.

3. Give four synonymous words; use of each. Give the synopsis of the present stem of *reficio*, third person plural.

4. Translate—

Ille quum Romam venisset, inductus in senatum dixit, se desiisse Romanum esse ex illa die, qua in protestatam Poenorum venisset.

Syntax of *illa*, *se*, *qua*, *desiisse*.

5. Translate—

Post Leutricam pugnam Lacedaemonii se nunquam refecerunt; et Thebae, quod, quamdiu Epaminondas praefuit rei publicae caput fuit totius Graeciae, post ejus interitum perpetuo alieno paruerunt imperio.

Syntax of *post, rei publicae, caput*. Principal parts of *paruerunt*.

6. Give a brief account of Orgetorix. What plan did the Helvetii form, and what measures did they take for its accomplishment?

7. *Not for translation.*

Ut spatium intercedere posset, dum milites, quos imperaverat, convenissent, legatio respondit, diem se ad deliberandum sumpturum; si quid vellent, ad Idus Apuleo reverterentur.

What was the Roman method of reckoning time? Syntax of *deliberandum, sumpturum*. Explain the subjunctives of the last clause.

8. Translate—

Quod sua victoria tam insolentur gloriarentur, quodque tam diu se impune tulisse injurias admirarentur, eodem pertinere; consuesse enim deos immortales, quo gravius homines ex commutatione rerum doleant, quos pro scelere eorum ulcisci velint, his secundiores interdum res et diuturniorem impunitatem concedere.

9. Syntax of *victoria, rerum*. Principal parts of *consuesse, ulcisci*. Compare *secundiores*. Rules for the subjunctives.

10. Read for pronunciation.

VIRGIL.

Junior Class.

1. Cause of the Trojan War. Its length. Which of the deities were most actively interested for either side, and why?

Particulars of the capture of Troy as related by Aeneas to Dido.

2. Translate—

Ponto nox incubat atra;
Intonuere poli, et crebris micat ignibus aether,
Praesentemque viris intentant omnia mortem.
Extemplo Aeneas solvuntur frigore membra;
Ingemit et duplices tendens ad sidera palmas,
Talia voce refert: "O terque quaterque beati,
"Quis ante ora patrum Trojae sub moenibus altis
"Contigit oppetere! O Danaum fortissime gentis,
"Tydide mene Iliacis occumbere campis
"Non potuisse, tuaque animam hanc effundere dextra."

3. Syntax of italicized words. Principal parts of *intonuere, solvuntur, tendens*. What irregularities in their formation? Derivation of *duplices*. Synonyms of *ponto* with distinctions of meaning. Derive five English words in the extract.

4. Translate—

At Cytherea novas artes, nova pectore versat
Consilia, ut faciem mutatus et ora Cupido
Pro dulci Ascanio veniat, donisque furem
Incendat reginam, atque ossibus implicet ignem;
Quippe domum timet ambiguam Tyriasque bilingues.
Urit atrox Juno, et sub noctem cura recursat.

Ergo his aligerum dictis affatur Amorem :
 " Nate, meae vires, mea magna potentia solus,
 " Nate, patris summi qui tela Typhoia temnis,
 " Ad te confugio et supplex tua numina posco."

Derive *bilingues*, *aligerum*. Explain *Tela Typhoia*.

5. Translate—

Maia genitum ; parce metu, Cytherea ; an Phoebe soror ;
 At *domus* interior regali splendida luxu
 Instruitur.

" Sanguine placastis ventos ad virgine caesa,
 " Quum primum Iliacas, Danaï, venistis ad oras ;
 " Sanguine quaerendi reditus, animaue litandum
 " Argolica."

* * * * *

Tunc etiam fatis aperit Cassandra futuris
 Ora, dei *jussu* non umquam *credita* Teucris.

6. Syntax of italicized words. How is the case of *domus* determined ?
Parse litandum. Who are designated by the first three expressions ? Explain
 the allusions in the last six lines. Synonyms of *domus*.

7. Translate—

* * * Hortamur fari, quo sanguine cretus,
 Quidve ferat ; memoret, quae sit fiducia capto.

* * * * Si Pergama dextra
 Defendi possent, etiam hac defensa fuissent.

Infelix, qui non sponsae praecepta furentis.
 Audiiret.

* * * moriamur, et in media arma ruamus.

Syntax of *capto* ; of *hac*. Explain the subjunctives.

8. Translate—

Hei mihi qualis erat ! hinc semper Ulixes criminibus terrere novis ;
Pelias et vulnere tardus Ulixi.

Explain the case of *mihi* ; of *Ulixes* ; of *Ulixi*. Synonyms of *murus*,
 with distinctions of meaning.

What difference of thought expressed by *si qua tegunt* and *si qua tegant* ?

What figure in *caeco Marte resistunt* ?

Explain *acta testudine*.

9. Translate—

Hic tibi ne qua morae fuerint dispendia tanti—
 Quamvis increpitent socii, et *vi* cursus in altum
 Vela vocet possisque sinus implere secundus—
 Quin adeas vatem, precibusque oracula poscas
 Ipsa canat.

Et nunc *ille* Paris cum semiviro comitatu,
Maeonia mentum mitra crinemque madentem
 Subnixus, *raptō* potitur.

Syntax of italicized words. Who was Iarbas ? Significance of "Paris"
 as here used.

10. Scanning, with application of rules.

ALGEBRA.

Third Class.

1. Reduce $\frac{3a+3ax}{4b^{\frac{2}{3}}-4b^{\frac{2}{3}}x^2}$ to its lowest terms.
2. Combine $\frac{3}{1-2x} - \frac{7}{1+2x} - \frac{4x^2-1}{4-20x}$.
3. Express $\frac{c^2x^{+2}}{c^{-3}d^2x^{+2}}$ in integral form, and demonstrate the origin and nature of negative exponents.
4. Divide $\frac{7a^3b^{\frac{1}{2}}x^{\frac{1}{2}}}{11mn^{\frac{2}{3}}y^{\frac{2}{3}}}$ by $11m^3n - \frac{2}{3}y^{\frac{1}{2}}x^{\frac{1}{2}}$.
5. Expand $(x-y)^{-2}$, writing four terms of the series. Account for the sign of the second term of the answer.
6. Form the equation whose roots are $-3-\sqrt{5}$ and $-3+\sqrt{5}$.
Factor x^2-2x+a^2 .
7. Divide $\sqrt[3]{2a^2x^3}$ by $\sqrt[5]{2a^2x^3}$.
8. Given $2\sqrt{x+\sqrt{4x+\sqrt{7x+2}}}=1$ to find the value of x .
9. For a journey of 108 miles, 6 hours less would have sufficed had the traveler gone 3 miles an hour faster. At what rate did he travel?
10. Given $\begin{cases} x^2+y^2=\frac{1}{2}xy \\ x-y=\frac{1}{2}xy \end{cases}$ to find the values of x and y .

GEOMETRY.

Junior Class.

1. Define trapezium; corollary; equimultiples; circular segment; sector. ⁽⁹⁾
2. Show the relation between the greater angle and the greater side of every triangle; and conversely. ⁽⁹⁾
3. Discuss the ratio between two incommensurable angles at the center of equal circles. ⁽⁹⁾
4. Let a quadrilateral be inscribed in a circle. Discuss the rectangle contained by its diagonals. ⁽¹⁰⁾
5. Prove that a circle may differ from an inscribed or a circumscribed polygon by less than any assignable surface. ⁽¹⁰⁾

GERMAN.

Third Class.

1. Give two characteristics of the ancient conjugation of verbs.

Peculiarities of separable verbs.

Distinguish between neuter and intransitive verbs.

Distinguish between the use of *es giebt* and *es ist*.

Illustrate the effect of an adverbial and of a subordinate conjunction in construction.

Use correctly in German sentences the expressions—in der Stadt—in die Stadt—den Morgen—des Morgens.

Translate—A glass of water. Govern Wasser.

Er soll gestorben sein.

Ihr, die ihr Krieg führt gegen meinen Sohn.

Rule for die.

2. Translate—Such as are poor. If he had more money. He told me that his mother was ill. We knew him to be a bad general. I see a woman selling cherries. The boy came running. Here is a stone weighing 10 pounds.

What is oblique narration?

What is the order of construction in a simple sentence containing a subject, a verb in a compound tense, two objects, (one the dative of person, one the acc. of thing) two adverbial modifiers, (one of time, one of place)?

Illustrate.

3. Translate—Rothkäppchen.

„Die meinen immer, daß wenn man sie nicht nimmt,
Man eben gar keinen Mann bekommt,
Hat einer nun vollends eine neue Jacke angezogen,
So denkt er gar, ihm ist jeder gewogen.“

Parse the emphasized words.

Give the principal parts of *nimmt*, *meinen*, *denkt*, *hat*, *bekommt*.

4. Herold. „Mein edler Feldherr, den des Blutes jammert,
Das schon geflossen und noch fließen soll,
Hält seiner Krieger Schwert noch in der Scheide,
Und ehe Orleans im Sturme fällt,
Läßt er noch gütlichen Vergleich dir bieten.“

Translate, and parse emphasized words.

5. Erzbischof. „Fürchtet die Gottheit
Des Schwerts, eh' ihr's der Scheide entreißt. Laß lassen
Kann der Gewaltige den Krieg; doch nicht
Gelehrig, wie der Falk sich aus den Lüften
Zurückschwingt auf des Jägers Hand, gehorcht
Der wilde Gott dem Ruf der Menschenstimme.“

Translate, and parse emphasized words.

6. Write and translate three stanzas of any German poem.

7. Translate—

„Die Waffen ruhn, des Krieges Stürme schweigen,
Auf blut'ge Schlachten folgt Gesang und Tanz,
Durch alle Straßen tönt der munt're Reigen,
Altar und Kirche prangt in Festes Glanz,
Und Pforten bauen sich aus grünen Zweigen,
Und um die Säule windet sich der Kranz;
Das weite Rheins faßt nicht die Zahl der Gäste,
Die wallend strömen zu dem Völkerverste.“

8. Outline of the life of Tieck; of Schiller.

9. Outline of the life of Joan of Arc.

10. Reading for pronunciation.

GERMAN.

Senior Review.

1. Translate—My father has given a ripe pear to the sick boy. My friend, Mr. Brown, has many good books. They ought not to have read the letter. I went out at four o'clock and the window was then shut. There are people who would rejoice if this should be translated by a poet so famous.

Decline each noun in the first two sentences.

Decline each adjective in the declension in which it occurs in the same sentences.

Give rules for any peculiarities of idiom.

2. Translate—

Gertrud.

Ihr seyd auch Mä n n e r, wisset eure Art
Zu führen, und dem Muthigen hilft Gott!

Stauffacher.

Dies Haus erfreut dich, d a s wir neu erbauten.
Der Krieg, der ungeheure, brennt es nieder.

Gertrud.

W ä s t' ich mein Herz an zeitlich Gut gefesselt,
Den Brand w ä r s' ich hinein mit eig'ner Hand.

Stauffacher.

W e r solch ein Herz an seinen Busen drückt,
D e r kann für Erb und Hof mit Freuden f e c h t e n.

Tell.

Wer frisch umherpäht mit gesundem Sinnen,
Auf Gott vertraut und die gelenke Kraft,
D e r ringt sich leicht aus jeder Fahr und Noth;
D e n schreckt der Berg nicht, d e r darauf geboren.

Parse the emphasized words.

3. Write the synopsis of any regular verb in both voices.

Illustrate by examples each conjugation and class of irregular verbs.

4. Translate—

Bertha.

Wie? Was liegt

Dem guten Menschen näher, als die Seinen?

Giebt's schdn're Pflichten für ein edles Herz,

Als ein Vertheidiger der Unschuld sein,

Das Recht der Unterdrückten zu beschirmen?

—Die Seele blutet mir um euer Volk;

Ich leide mit ihm, denn ich muß es lieben,

Das so beschreiben ist und doch voll Kraft;

Es zieht mein ganzes Herz mich zu ihm hin;

Mit jedem Tage lern' ich's mehr verehren.

—Ihr aber, den Natur und Ritterpflicht

Ihm zum geborenen Beschützer gaben,

Und der es verläßt, der treulos übertritt

Zum Feind und Ketten schmiedet seinem Land,

Ihr seyd's, der mich verlegt und tränkt; ich muß

Mein Herz bezwingen, daß ich euch nicht hasse.

5. Reading for pronunciation.

ANNUAL EXAMINATION IN MUSIC.

APRIL, 1875.

To take place as nearly as possible on the regular days for music, commencing April 5th.

The Annual Test exercise in sight singing will be placed on the blackboard by the vocal instructor. The scholars will also be examined by their respective teachers in strict conformity with the following

RULES.

Scholars examined from the Music Reader are not to be informed of the exercises to be read, or allowed to practice on them previous to examination.

Scholars not to be examined continuously on the same exercise or question.

Scholars not to be allowed to correct mistakes in reading.

Scholars who hesitate in reading may be prompted, but such hesitations must count as failures.

Scholars having a written examination will form the measures in advance, music to be written only on one side of the paper; lead pencil to be used in writing.

Scholars must complete written exercises at one sitting, *each alteration or erasure* to count a failure. Rubber and rulers to be discarded.

Perfect recitations to be marked 100.

Each failure to count as follows: 1st grade, 6 off; 2d grade, 3 off; 3rd grade, 1 off; 4th grade, $\frac{1}{2}$ off; 5th grade, $\frac{1}{4}$ off; 6th grade, $\frac{1}{8}$ off.

SCHEME.

Room 1.—Will sing a single part exercise of 16 measures, Key of C, double time, with quarter notes and half notes. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 18, by syllable, Exercises 136 to 142 inclusive, looking over the teacher.

Room 2.—Will sing a single part exercise of 16 measures, Key of C, triple time, quarter notes and dotted half notes. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapters 24 and 25, exercises 146 to 157 inclusive, looking over the teacher.

Room 3.—Will sing a single part exercise of 16 measures, Key of C, triple time, quarter, half and dotted half notes, slur, extension of scale, quarter rests. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable and letter, Exercises 237 to 245 inclusive.

Room 4.—Will sing a single part exercise of 16 measures, Key of C, quadruple time, embracing all points previously introduced, *with addition of whole note, thirds, repeat*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 45, by syllable and letter, Exercises 324 to 332 inclusive.

Room 5.—Will sing a single part exercise of 16 measures, Key of G, triple time, embracing all previous points, *with addition of eighth notes*. Scholars copy the same, writing under each note its appropriate syllable and letter. Time for writing limited to 20 minutes.

Room 6.—Will sing a single part exercise of 16 measures, Key of D, quadruple time, embracing all previous points, *with addition of third with eighth notes*. Scholars to copy the same, writing syllables and letters. Time for writing limited to 20 minutes.

Room 7.—Will sing a two part exercise of 12 measures on Treble Clef, Key of A, $\frac{3}{4}$ time, embracing all previous points, *with addition of fourths with quarter notes*. Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

Room 8.—Will sing a two part exercise of 8 measures on Treble and Bass Clef, Key of E, $\frac{3}{4}$ time, embracing all previous points, *with addition of fourths with eighth notes, fifths with quarter notes*. Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

Room 9.—Will sing a three part exercise of 12 measures, Soprano, Alto and Bass, Key of F, $\frac{3}{4}$ time, embracing all previous points, *with addition of fifths with sixteenth notes, sixths with eighth notes*. Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

Room 10.—Will sing a three part exercise of eight measures, Soprano, Alto and Bass, in the Key of B, $\frac{3}{4}$ time, embracing all previous points, *with addition of sixth with sixteenth notes, sevenths with eighth notes, triplets*. Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

Room 11.—Will sing a four part exercise of eight measures, Soprano, Alto, Tenor and Bass, Key of E flat, $\frac{3}{4}$ time, embracing all previous points, *with addition of octaves and half beats*. Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

Room 12.—Will sing a four part exercise of eight measures, Soprano, Alto, Tenor and Bass, Key of A flat, $\frac{3}{4}$ time, embracing all previous points, *with addition of two notes of different values to same beat, and double dot*. Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

Each scholar will also answer *five* questions from the "Definitions Reviewed" of their respective grade in the Music Reader. Scholars of the "sixth grade" will be examined on the first 34 questions of their grade.

Teachers of rooms which are to sing two or more parts will please assign the parts, and make all necessary arrangements for seating the scholars who are to sing together, in advance of the exercise.

Teachers will please ascertain the average results of examination in their respective rooms, and report to the principal previous to April 23rd, 1875.

Principals of schools will incorporate the averages thus obtained with the averages of other studies considered in reference to promotion.

The examination in music of candidates for the High School will be conducted by the vocal instructor in person.

By order of

A. PARISH, *Supt.*

N. B. Principals of schools will make the necessary requisitions for music at once.

REPORT.

COLUMN **A** indicates the number of the several rooms in each school.

COLUMN **B** shows the average result of yearly examinations in the theory of Music by the regular teachers. Scale 100.

COLUMN **C** contains the marks of the Vocal Instructor on the yearly test exercises in sight singing, 10 being the highest mark given. The exercises are herewith appended.

COLUMN **D** exhibits the total number of credits which each room has received from the Vocal Instructor during the entire year. Highest number attainable, 200.

COLUMN **E** contains the number of scholars in each room who are unable to sing the scale of eight sounds correctly.

Webster.					Eaton.					Dwight.					Wooster.				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	92	8	180	3	1	79	10	180	6	1	88	8	163	3	1	69	7	174	5
2	95	9	188	3	3	87	10	189	1	2	91	9	178	3	2	94	8	178	1
3	95	9	171	1	2	93	9	174	0	3	87	9	186	1	3	91	8	168	2
4	85	3	159	1	4	95	8	169	0	4	98	10	193	1	4	81	8	170	1
5	81	9	153	0	5	68	9	166	0	5	82	10	196	2	5	83	8	154	0
6	85	3	129	2	6	72	8	160	4	6	100	10	191	0	6	82	7	153	0
7	92	5	163	0	7	75	6	167	1	7	84	6	171	0	7	92	6	142	0
8	81	8	169	0	8	90	7	166	2	8	81	8	175	2	8	89	5	142	0
9	80	6	133	0	9	91	7	165	0	9	88	10	188	0	9	92	9	190	3
10	92	5	157	1	10	95	9	168	0	10	88	7	196	1	10	98	9	191	0
11	95	9	171	0	11	94	8	186	0	11	86	8	180	1	11	98	10	190	0
12	96	8	176	0	12	95	8	186	0	12	89	9	180	0	12	99	8	187	0

Hamilton Street.					Skinner.					Washington.					*Woolsey.				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	80	10	177	2	1	74	10	183	5	1	80	8	181	2	1	89	10	138	1
1 1/2	90	9	160	5	2	73	10	177	1	2	84	9	182	0	2	98	9	141	2
2	85	8	174	2	3	91	10	185	3	3	91	9	188	0	3	82	9	131	1
3	94	10	178	1	4	93	10	191	0	4	91	10	190	4	4	80	3	126	1
4	84	10	171	0	5	87	6	180	1	5	90	10	178	0	5	60	5	137	0
5	84	10	178	2	6	99	10	184	1	6	79	9	183	0	6	63	8	147	0
6	77	10	182	0	7	96	7	191	2	7	91	8	181	0	7	85	4	109	0
7	96	10	181	0	8	96	9	190	1	8	90	9	183	0	8	94	8	126	1
8	88	9	180	0	9	91	9	169	3	9	92	8	164	0	9	91	5	125	2
9	93	10	192	4	10	90	10	178	1	10	90	9	174	0	10	86	6	124	1
10	93	9	189	0	11	90	7	164	2	11	96	8	184	0	11	95	7	134	6
11	98	9	185	0	12	99	9	166	0	12	97	8	181	0	12	95	8	135	0
12	96	8	178	0															

Division Street.					Oak Street.					West Street.					Edwards Street.				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	98	10	187	1	1	92	9	193	3	1	85	8	144	3	1	90	9	173	2
2	88	9	190	1	2	94	10	194	1	2	94	3	137	6	2	88	8	170	2
3	88	9	185	0	3	93	7	183	1	3	90	8	162	1	3	90	9	185	1
4	97	10	191	1	4	96	10	184	0	4	94	8	152	1	4	90	8	178	0

*Woolsey and Grand Street School re-organized September 1, 1874.

Cedar Street.					Dixwell Avenue.					*Grand Street.					Fair St., Tr.				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	89	9	177	6	1	88	10	166	3	1	84	10	156	0	1	97	10	167	3
2	74	9	178	0	2	91	6	162	1	2	99	10	155	0	2	95	8	165	0
3	89	10	176	0	3	94	9	172	2	3	99	9	154	0	3	81	9	149	0
4	82	8	164	0	4	74	5	162	0	4	96	10	156	4	4	92	9	176	0
5	56	7	145	0	5	41	8	163	0	5	86	5	124	3					
6	67	7	147	0	6	75	7	164	0										
7	96	7	165	0	7	93	9	164	0										
8	88	8	184	1															
German-English.					High School.					Fair St., Ung.					Wash. Branches.				
1	76	9	192	1	1c	75	10	161	0	1	75	9	181	2	1	92	9	177	5
2	95	8	176	0	2c	72	10	67	8	2	82	9	188	3	2	96	10	177	2
															4	96	9	177	1

Total number unable to sing scale, 115; last year, 184; previous year, 271.

The following Rooms have received 190 Credits and upward, from the Vocal Instructor, during the year. Highest number attainable, 200.

Dwight School,	Room 10,	Harriet E. Judson, Teacher,	196 Credits.
Oak Street,	"	5, Jesse Craig,	" 196
"	"	2, Mary J. Alden,	" 194
"	"	1, Ruth Gorham,	" 193
Dwight,	"	4, Gertrude L. Cooper,	" 193
Hamilton,	"	9, S. M. Arsenius Caden,	" 192
Ger.-Eng.	"	1, Angenette Marchal,	" 192
Dwight	"	6, Emma E. Lincoln,	" 192
Division St.	"	4, Marie J. Quinley,	" 191
Wooster	"	10, Mary A. T. Connelly,	" 191
Skinner	"	7, Ann E. Loper,	" 191
"	"	4, T. Elsie Terrill,	" 190
"	"	8, Ellie L. McGuire,	" 190
Washington	"	4, Rosalie G. Maher,	" 190
Wooster	"	9, Almira W. Brooks,	" 190
"	"	11, Annie E. Pigott,	" 190
Division St.	"	2, Luella Bartholomew,	" 190
Fair St. Ung.	"	2, Marietta Wildman,	" 190

Total number of Rooms 18. Last year 8 Rooms received 190 Credits and upward.

Average number of Credits which each School has received during the year from the Vocal Instructor.

Oak Street,.....	189	Edwards Street,....	179	Cedar St., (Training),..	162
Division Street,....	188	Hamilton,.....	178	Webster,.....	162
Fair St., (Ungraded) ..	184	Washington Br'ch's, ..	174	High School, (1st class)	161
German-English,	184	Eaton,.....	173	West Street,.....	149
Dwight,.....	183	Wooster,.....	170	*Grand Street,.....	149
Washington,	181	Dixwell Avenue,	165	*Woolsey,.....	131
Skinner,	180	Fair St., (Training,)..	164	*High Sch'l, (2d class),	105

*The same proportion of Credits for the entire year would give Woolsey 160, Grand Street 186, and the Second Class, High School, 175.

†The Second Class in the High School consolidated with the First, January 1st, 1875.

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1875-76.

MONDAYS.		ALTERNATE MONDAYS.	
A. M. Wooster School. P. M. High School.		A. M. Hamilton School. P. M. High School.	
September 13, 27.	February 7, 21.	September 20.	February 14, 28.
October 11, 25.	March 6, 20.	October 4, 18.	March 13, 27.
November 8, 22.	April 3, 17.	Nov. 1, 15, 29.	April 10, 24.
December 6, 20.	May 8, 22.	December 13.	May 15, 29.
January 10, 24.	June 5, 19.	January 3, 17, 31.	June 12, 26.
TUESDAYS.		ALTERNATE TUESDAYS.	
A. M. Webster School. P. M. Edwards Street School.		A. M. West and Oak Street Schools. P. M. Grand Street School.	
September 7, 21.	February 1, 15.	September 14, 28.	February 8, 29.
October 5, 19.	March 7, 21.	October 12, 26.	March 14, 28.
Nov. 2, 16, 30.	April 4, 18.	November 9, 23.	April 11, 25.
December 14.	May 9, 23.	December 7, 21.	May 16, 30.
January 4, 18.	June 6, 20.	January 11, 25.	June 13, 27.
WEDNESDAYS.		ALTERNATE WEDNESDAYS.	
A. M. Washington Sch. & Branches. P. M. German & Fair St. Tr. School.		A. M. Eaton School. P. M. Cedar Street Training School.	
September 8, 22.	February 2, 16.	September 15, 29.	February 9, 23.
October 6, 20.	March 1, 15, 29.	October 13, 27.	March 8, 22.
November 3, 17.	April 12, 26.	November 10, 24.	April 5, 19.
December 15.	May 17, 31.	December 8, 22.	May 10, 24.
January 5, 19.	June 14, 28.	January 12, 26.	June 7, 21.
THURSDAYS.		ALTERNATE THURSDAYS.	
A. M. Dwight School. P. M. High School.		A. M. Skinner School. P. M. High School.	
September 9, 23.	February 10, 24.	September 16, 30.	February 3, 17.
October 7, 21.	March 9, 23.	October 14, 28.	March 2, 16, 30.
November 4, 18.	April 6, 20.	November 11.	April 13, 27.
December 9, 23.	May 11, 25.	December 2, 16.	May 18.
January 13, 27.	June 8, 22.	January 6, 20.	June 1, 15, 29.
FRIDAYS.		ALTERNATE FRIDAYS.	
A. M. Woolsey School, Fair Haven.		A. M. Dixwell Avenue School. Division Street School.	
September 6, 17.	February 4, 18.	Sept. 10, 24.	February 11, 25.
October 1, 15.	March 3, 17, 31.	October 8, 29.	March 10, 24.
November 5, 19.	April 21.	November 12.	April 7.
December 1, 10.	May 19.	December 3, 17.	May 12, 26.
January 7, 21.	June 2, 16, 30.	January 14, 28.	June 9, 23.

Yearly Examination in Music, March 31 to April 13, inclusive.

DATE OF LESSONS.—Teachers please consult Time Table and be ready *promptly* at the appointed hour.

EXTRA LESSONS.—Woolsey, Sept. 6 and Dec. 1, A. M.; Cedar Street Training School, Dec. 1, P. M.; Dixwell Avenue, Sept. 17 and Oct. 1, P. M.; Division St., Oct. 15 and Nov. 5, P. M.

NOTICE OF SINGLE SESSIONS.—When afternoon lessons are deferred by reason of single sessions, teachers are requested to send word to the Vocal Instructor as early as *one o'clock P. M.*

HARSH SINGING.—Teachers are earnestly desired to suppress every attempt by their classes in this direction.

MARKING.—Classes will be marked as heretofore at each visit, for *Sight Singing, Tone, Time, Theory and Deportment*, Two for each point; perfect recitation *Ten*.

TEST EXERCISES IN SIGHT-SINGING.

ROOM No. 1.



ROOM No. 2.



ROOM No. 3.



ROOM No. 4.



ROOM No. 5.



ROOM No. 6.



ROOM No. 7.

SOPRANO.



ALTO.



ROOM No. 8.

SOPRANO.



BASS.



ROOM No. 9.

SOPRANO.

ALTO.

BASS.

ROOM No. 10.

SOPRANO.

ALTO.

BASS.

ROOM No. 11.

SOPRANO.

ALTO.

TENOR.

BASS.

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ROOM No. 12.

SOPRANO.

ALTO.

TENOR.

BASS.

TIME TABLE FOR DRAWING INSTRUCTOR, 1875-6.

NOTE.—The highest degree of excellence in drawing will be indicated by ten. When an afternoon lesson is to be omitted on account of "single session," Prof. Ball should be notified *before one o'clock* of the same day.
N. B.—Lessons will be marked on the following: 1. General accuracy of work; 2. clearness of line; 3. least use of rubber; 4. best drawing from memory and original design.
The following half days not assigned to any school may be employed where most needed to fill vacant half days: Thursday, Mar. 30, P. M.; Thurs., June 15, P. M.

MONDAY, A. M.		TUESDAY, A. M.		WEDNESDAY, A. M.		THURSDAY, A. M.		FRIDAY, A. M.	
Washington School		High School		Woodley School		Hamilton School		Dwight School	
Sept. 6, 13.	Feb. 7, 14.	Sept. 7, 14.	Sept. 1, 8.	Sept. 1, 8, 15.	Feb. 2, 9.	Sept. 2, 9, 30.	Feb. 3, 10.	Sept. 3, 10.	Feb. 4, 11.
Oct. 4, 11.	Mar. 6, 13.	Oct. 5, 12.	Mar. 7, 14.	Oct. 6, 13.	Mar. 1, 8.	Oct. 7, 14.	Mar. 2, 9.	Oct. 1, 8.	Mar. 3, 10.
Nov. 1, 8, 29.	Apr. 3, 10.	Nov. 2, 9, 16.	Apr. 4, 11.	Nov. 3, 10.	Apr. 5, 12.	Nov. 4.	Apr. 6, 13.	Nov. 5, 12.	Apr. 7, —.
Dec. 6.	May 8, 15.	Dec. 7, 14.	May 9, 16.	Dec. 1, 8.	May 10, 17.	Dec. 2, 9.	May 11, 18.	Dec. 3, 10.	May 12, 19.
Jan. 3, 10.	June 5, 12.	Jan. 4, 11.	June 6, 13.	Jan. 5, 12.	June 7, 14.	Jan. 6, 13.	June 22, 29.	Jan. 7, 14.	June 2, 9.
Skinner School		High School		Wooster School		Webster School		Elston School	
Sept. 20, 27.	Feb. 21, 28.	Sept. 21, 28.	Feb. 15, 29.	Sept. 22, 29.	Feb. 16, 23.	Sept. 16, 23.	Feb. 17, 24.	Sept. 17, 24.	Feb. 18, 25.
Oct. 18, 25.	Mar. 20, 27.	Oct. 19, 26.	Mar. 21, 28.	Oct. 20, 27.	Mar. 15, 22, 24.	Oct. 21, 28.	Mar. 16, 23, 30.	Oct. 5, 29.	Mar. 24, 31.
Nov. 15, 22.	Apr. 17, 24.	Nov. 23, 30.	Apr. 18, 25.	Nov. 17, 24.	Apr. 19, 26.	Nov. 11, 18.	Apr. 20.	Nov. 19, —.	Apr. 21, —.
Dec. 13, 20.	May 22, 29.	Dec. 21.	May 23, 30.	Dec. 15, 22.	May 24, 31.	Dec. 16, 23.	May 25.	Dec. 17, —.	May 26, —.
Jan. 17, 24.	June 19, 26.	Jan. 18, 25.	June 20, 27.	Jan. 14, 26.	June 21, 28.	Jan. 20, 27.	June 1, 8, 15.	Jan. 21, 28.	June 16, 23.
MONDAY, P. M.		TUESDAY, P. M.		WEDNESDAY, P. M.		THURSDAY, P. M.		FRIDAY, P. M.	
Dix. Edw.		High School		High School		West Oak		Cedar. Fair. Ced. Teach.	
Sept. 6, 13.	Feb. 7, 14.	Sept. 7, 14.	Feb. 1, 8.	Sept. 1, 8, 15.	Feb. 2, 9.	Sept. 9, 16.	Feb. 3, 10.	Sept. 3, 10.	Feb. 4, 11.
Oct. 4, 11.	Mar. 6, 13.	Oct. 5, 12.	Mar. 7, 14.	Oct. 6, 13.	Mar. 1, 8.	Oct. 7, 14.	Mar. 2, 9.	Oct. 1, 8.	Mar. 3, 10.
Nov. 1, 8, 29.	Apr. 3, 10.	Nov. 2, 9, 16.	Apr. 4, 11.	Nov. 3, 10.	Apr. 5, 12.	Nov. 4, 11.	Apr. 6, 13.	Nov. 5, 12.	Apr. 7, —.
Dec. 6.	May 8, 15.	Dec. 7, 14.	May 9, 16.	Dec. 1, 8.	May 10, 17.	Dec. 2, 9.	May 11, 18.	Dec. 3, 10.	May 12, 19.
Jan. 3, 10.	June 5, 12.	Jan. 4, 11.	June 6, 13.	Jan. 5, 12.	June 7, 14.	Jan. 6, 13.	June 22, 29.	Jan. 7, 14.	June 2, 9.
Grand. Div. Grand. Div.		High School		High School		Elm. Ger.-Eng. Carlisle.		Cedar. Fair. Ced. Teach.	
Sept. 20, 27.	Feb. 21, 28.	Sept. 21, 28.	Feb. 15, 19.	Sept. 22, 29.	Feb. 16, 23.	Sept. 23, 30.	Feb. 17, 24.	Feb. 4, 11.	Mar. 3, 10.
Oct. 18, 25.	Mar. 20, 27.	Oct. 19, 26.	Mar. 21, 28.	Oct. 20, 27.	Mar. 15, 22, 29.	Oct. 21, 28.	Mar. 16, 23.	March 3, 10.	Apr. 7, —.
Nov. 15, 22.	Apr. 17, 24.	Nov. 23, 30.	Apr. 18, 25.	Nov. 17, 24.	Apr. 19, 26.	Nov. —, 18.	Apr. 20, —.	April 7, 21.	May 12, 19.
Dec. 13, 20.	May 22, 29.	Dec. 21.	May 23, 30.	Dec. 15, 22.	May 24, 31.	Dec. 16, 23.	May —, 20.	May 12, 19.	June 2, 9.
Jan. 17, 24.	June 19, 26.	Jan. 18, 25.	June 20, 27.	Jan. 15, 22.	June 21, 28.	Jan. 20, 27.	June 1, 8.	June 9, 16.	June 23, —.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.						No. Transferred.	No. Absences.	No. Tardy.	No. half days without Attendance or Truancy.			Ar. Age. Y. M.	Sing. Seat.	Teachers.	
			Boys.	Girls.	No. R.	Ar. R.	Boys.	Girls.	D. Ab.	Per ct.		Boys.	Girls.	All.			Ab.	Tardy.
HILLHOUSE	7	91	30	71	101	72.5	14.5	55.7	70.2	.968	1	258	81	69	17.9	---	---	---
	6	49	19	38	57	45.7	11.9	31.9	43.8	.958	1	747	20	242	117	90	16.3	---
	5	48	12	25	37	36.5	13.8	21.3	35.1	.962	---	104	149	102	16.4	---	---	---
	4	48	30	26	56	36.6	19.1	16.1	35.2	.662	1	552	26	208	201	123	15.7	8
	3	48	32	47	79	40.6	13.9	25.3	39.2	.966	---	295	137	112	15.6	---	3	---
HIGH SCHOOL.	2	48	37	46	83	39.7	18.7	19.1	37.8	.952	---	24	196	140	87	---	8	1
	1	48	30	44	74	35.5	11.6	22.2	33.8	.952	3	686	35	211	126	74	5	1
TOTALS.....	7	380	190	297	487	307.8	103.5	191.6	295.1	.961	6	4711	219	1514	951	657	15	25

WEBSTER DISTRICT.

WEBSTER.	12	60	33	35	68	57.9	26.1	29.2	55.3	.955	---	1042	6	195	105	67	---	14.5	7	4	21
	11	49	31	25	56	45.5	24.3	19.8	44.1	.969	---	547	3	197	218	119	3	13.4	7	1	---
	10	49	32	21	53	41.8	21.9	18.5	40.4	.967	---	569	6	164	252	101	4	13.3	7	10	1
	9	49	37	24	61	42.2	22.7	17.2	39.9	.945	5	900	13	120	158	68	8	12.9	7	---	10
	8	49	28	29	57	41.8	20.1	20.5	40.6	.971	---	482	5	207	231	138	4	11.1	7	21	---
	7	49	39	24	63	43.8	25.1	16.8	41.9	.957	---	776	13	152	158	80	---	11.9	7	13	---
	6	52	34	46	80	50.7	20.9	27.2	48.1	.949	4	1074	24	125	97	26	11	10.1	7	3	6
	5	52	49	30	79	49.4	27.4	19.7	47.1	.953	1	912	35	115	153	50	5	10.0	7	---	---
	4	50	30	37	67	51.6	23.9	25.1	49.0	.950	---	1022	14	147	85	38	---	9.2	7	2	2
	3	50	46	39	85	50.2	25.8	21.9	47.7	.950	---	1029	23	170	89	53	1	8.1	7	3	4
	2	50	47	42	89	49.6	24.2	22.4	46.6	.938	---	1239	31	121	92	39	2	7.3	7	---	2
	1	49	57	50	113	48.8	23.5	22.9	46.4	.951	---	970	35	158	123	50	---	6.1	7	---	---
TOTALS.....	12	608	463	408	871	573.3	285.9	261.2	547.1	.954	11	10572	208	1871	1761	829	38	10.9	---	57	46

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.						No. Transferred.	No. Absences.	No. Tard.	No. half days without Attendance or Tardiness.		No. Transfers.	Av. Age. Y. M.	Sluggishness.	Teachers. Ab. Truly.
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per Ct.		Boys.	Girls.				
OAK STREET, ---	4	55	27	23	50	37.2	18.7	17.0	35.7	.959	597	17	202	176	89	10.2	9
	3	55	35	30	65	42.8	22.7	18.7	41.4	.967	575	51	174	191	88	8.6	9
	2	55	39	25	64	45.0	28.3	15.4	43.7	.970	533	63	196	235	127	7.7	9
	1	55	57	53	110	45.9	24.6	18.0	42.6	.928	1319	88	117	123	51	6.1	9
	4	220	158	131	289	170.9	94.3	69.1	163.4	.956	3024	219	689	725	355	8.1	11
TOTALS,-----	1	57	107	107	107	30.1	24.8	-----	24.8	.824	2117	638	2	-----	2	338	12.0
WHITING ST.,---	1	57	107	107	107	30.1	24.8	-----	24.8	.824	2117	638	2	-----	2	338	12.0

EATON DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

EATON, -----	12	58	36	23	59	44.9	27.0	16.2	43.2	.962	671	38	166	225	95	14.6	5	1	3
	11	50	22	28	50	47.2	24.1	21.6	45.7	.968	609	35	209	186	132	14.0	5	4	---
	10	46	31	24	55	43.7	23.7	18.5	42.2	.966	586	11	179	200	95	13.7	5	9	2
	9	50	43	27	70	48.9	30.5	15.5	46.0	.941	1133	29	119	72	19	12.11	5	8	9
	8	54	46	31	77	53.1	30.7	19.7	50.4	.949	1104	31	61	68	17	12.7	5	5	5
	7	56	40	33	73	55.6	32.3	19.9	52.2	.939	1320	27	79	84	24	12.1	5	8	4
	6	63	48	41	89	62.4	33.9	26.1	60.0	.960	962	46	152	109	43	11.3	5	---	---
	5	64	50	32	88	62.8	36.9	22.6	59.5	.947	1339	56	53	103	22	10.2	5	4	5
	4	57	41	42	83	56.2	29.8	23.8	53.6	.954	1059	71	147	86	48	9.2	5	1	4
	3	53	44	36	80	52.3	26.5	23.4	49.9	.954	975	54	171	101	47	9.1	5	---	80
	2	92	43	39	82	84.1	50.0	28.7	78.7	.930	1444	154	39	58	9	7.4	5	37	---
	1	82	72	68	140	70.2	28.0	37.5	65.5	.933	1885	157	59	64	15	6.0	5	3	---
TOTALS,-----	12	725	522	424	946	681.4	373.4	273.5	646.9	.949	13787	709	1434	1356	566	11.1	---	75	112

WOOSTER DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			Av. Age. Y. M.	Sing. Sem.	Teachers.		
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per. ct.	Boys.	Girls.				All.	Ab.	Tardy.					
WOOSTER,-----	12	48	18	22	40	37.4	17.2	19.1	36.3	.971	---	---	450	5	5	254	227	150	1	14.2	9	12	15
	11	50	25	22	47	33.3	15.8	15.5	31.3	.940	---	---	800	7	7	166	155	70	8	13.2	9	---	---
	10	50	34	20	54	39.7	22.9	14.4	37.3	.942	---	---	905	35	35	98	195	65	1	13.5	9	1	23
	9	51	43	23	66	46.4	28.1	16.1	44.2	.953	---	---	869	54	54	108	192	76	36	12.1	9	37	8
	8	50	44	24	68	47.9	27.1	17.8	44.9	.937	---	---	1216	64	64	86	147	52	32	11.10	9	---	---
	7	50	41	43	84	48.5	25.9	20.1	46.0	.948	---	---	1024	33	33	90	118	30	22	10.9	9	---	6
	6	50	40	25	65	45.9	27.5	16.8	44.3	.965	---	---	661	52	52	107	211	62	10	9.11	9	---	---
	5	51	37	17	54	41.2	27.8	11.9	39.7	.963	---	---	618	39	39	128	254	93	14	9.2	9	1	2
	4	50	43	18	61	42.1	29.2	11.2	40.4	.959	---	---	721	70	70	125	177	59	31	8.9	9	1	32
	3	50	32	20	61	41.4	20.3	19.1	39.4	.952	---	---	807	39	39	128	157	51	17	8.1	9	1	11
	2	50	44	20	64	41.8	26.5	13.5	40.0	.957	---	---	745	52	52	144	266	81	15	6.10	9	---	6
	1	50	74	59	133	44.7	26.6	15.8	42.4	.951	---	---	904	81	81	88	207	47	2	5.10	9	---	4
TOTALS,-----	12	600	475	322	797	510.3	294.9	191.3	486.2	.953	3	9720	531	1522	2246	836	189	10.4	-----	53	111	---	---
HAMILTON, -----	12	44	13	34	47	35.4	11.4	22.0	33.4	.943	---	---	791	72	72	170	92	50	2	14.3	9	---	4
	11	44	19	31	50	42.9	16.6	25.2	41.8	.974	---	---	439	21	21	306	203	183	1	12.4	9	---	1
	10	44	25	30	55	43.2	20.6	21.5	42.1	.975	---	---	459	11	11	243	203	167	10	11.6	9	29	---
	9	48	28	27	55	47.2	23.0	23.1	46.1	.977	---	---	444	3	3	249	221	139	3	7.7	9	---	---
	8	50	26	33	59	49.0	19.6	28.5	48.1	.982	---	---	368	25	25	260	245	182	4	9.11	9	8	---
	7	50	18	37	55	49.9	17.2	31.9	49.1	.984	---	---	328	15	15	293	248	194	---	9.2	9	---	---
	6	50	26	27	53	49.0	23.1	23.7	46.8	.955	---	---	890	37	37	160	117	70	9	8.11	9	2	1
	5	51	21	31	52	49.0	21.1	25.6	46.7	.953	---	---	895	21	21	190	147	113	1	8.9	9	---	2
	4	46	29	28	57	44.3	19.9	22.1	42.0	.948	---	---	949	54	54	137	142	69	---	7.11	9	---	2
	3	51	30	37	67	49.7	22.9	24.5	47.4	.954	---	---	906	25	25	156	155	87	1	7.3	9	2	2
	2	51	30	33	63	50.5	20.6	27.7	48.3	.956	---	---	870	14	14	182	153	88	2	6.6	9	---	4
	1 1/2	61	59	45	104	53.6	27.3	21.8	49.1	.916	1	1756	52	52	56	62	15	13	6.9	9	20	11	---
TOTALS,-----	13	650	371	456	827	623.7	266.7	331.7	598.4	.959	1	10092	367	2551	2112	1459	46	8.11	-----	61	27	---	---

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tu- lary.	No. Half-day without Absence or Tu- lary.			No. Tru- sancies.	Av. Age. Y. M.	Sing. Sess.	Teachers. Ab. Tu- lary.
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.	Girls.				All.						
FAIR ST., -----	4	44	25	31	56	36.0	17.4	16.9	34.3	.953	2	719	22	171	162	88	4	10.11	10	7	15	
	3	50	27	27	54	35.3	16.5	16.9	33.4	.946	---	798	30	174	128	76	1	9.6	10	24	7	
	2	50	23	23	46	31.8	15.0	14.9	29.9	.940	---	783	54	166	166	73	6	8.2	10	62	4	
	1	50	30	29	59	26.3	14.9	9.5	24.4	.928	---	765	66	150	164	85	2	6.9	10	2	1	
TOTALS, -----	4	104	105	110	215	129.4	63.8	58.2	122.0	.943	2	3065	172	661	620	322	13	8.10	-----	95	27	
GERMAN- ENGLISH. { -----	2	54	33	30	63	49.8	26.9	20.6	47.5	.954	---	920	73	196	94	63	3	9.1	8	-----	1	
	1	54	45	30	75	51.4	30.4	18.1	48.5	.944	---	1142	97	78	193	50	---	6.6	8	-----	2	
TOTALS, -----	2	108	78	60	138	101.2	57.3	38.7	96.0	.949	---	2062	170	274	287	113	3	7.9	-----	-----	3	
FAIR ST. UN- GRADED SCH. {	2	50	36	44	80	32.5	12.2	15.4	27.6	.844	2	1617	122	24	6	---	4	11.9	10	-----	3	
	1	48	50	72	122	44.5	15.5	21.5	37.0	.832	1	2974	291	5	1	---	7	7.11	10	-----	5	
TOTALS, -----	2	98	86	116	202	77.0	27.7	36.9	64.6	.839	3	4591	413	29	6	---	11	9.10	-----	-----	8	

D WIGHT DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

D WIGHT.	12	48	16	43	59	48.5	13.0	34.3	47.3	.975	---	505	4	290	172	121	---	14.4	7	14	7
	11	47	21	37	58	48.5	18.9	27.9	46.8	.965	---	688	6	260	161	100	2	14.9	7	-----	---
	10	51	24	43	67	51.3	18.1	31.2	49.3	.961	---	788	4	154	159	65	---	13.8	7	6	1
	9	51	37	32	69	49.3	24.6	22.3	46.9	.951	---	968	20	175	111	53	---	12.10	7	6	3
	8	54	38	30	68	53.9	27.9	22.8	50.7	.941	---	1287	44	109	73	33	---	12.9	7	12	2
	7	50	42	32	74	50.7	28.8	19.0	47.8	.943	---	1160	26	117	90	29	---	12.0	7	-----	5
	6	52	32	33	65	50.7	23.1	24.6	47.7	.941	---	1202	29	161	82	44	1	10.2	7	-----	---
	5	61	38	38	76	59.6	26.7	29.2	55.9	.938	1	1462	21	100	47	20	6	10.7	7	12	---
	4	51	34	39	73	49.8	25.8	20.6	46.4	.932	---	1375	7	90	67	22	---	9.5	7	4	---
	3	51	44	27	71	49.0	28.2	17.9	46.1	.941	---	1158	32	69	108	32	5	8.6	7	1	---
	2	51	43	27	70	43.7	26.5	13.7	40.2	.920	---	1398	69	73	99	23	1	6.9	7	3	1
	1	51	45	56	101	42.3	22.3	16.3	38.6	.913	---	1496	38	143	63	40	---	5.3	7	5	---
TOTALS, -----	12	618	414	437	851	597.3	283.9	279.8	563.7	.944	1	13487	300	1741	1232	582	15	10.11	-----	63	19

DWIGHT DISTRICT-Continued.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seated.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absences or Tardiness.			Av. Abs. Y. M.	Sing. Seat.	Teachers.		
			Boys.		Girls.		Boys.		Girls.		D. Att.					Per ct.	Boys.	Girls.			All.	Ab.	Tardy.
			No. R.	No. R.	No. R.	No. R.	No. R.	No. R.	No. R.	No. R.	No. R.	No. R.											
DIXWELL, -----	7	50	25	55	46.5	26.3	17.8	44.1	.948	3	945	43	116	125	46	1	12.1	7	8	4			
	6	50	42	63	45.0	22.9	19.7	42.6	.947	5	966	47	114	119	39	----	11.3	7	2	1			
	5	49	29	27	56	45.8	21.4	23.1	.972	2	514	73	250	171	124	1	10.4	7	----	----			
	4	50	33	33	66	46.3	19.3	24.7	.950	----	928	110	133	120	47	3	9.1	7	3	1			
	3	56	46	37	83	52.5	30.6	21.0	.983	1	353	76	275	296	240	4	8.2	7	2	----			
	2	43	31	62	36.8	17.7	17.3	35.0	.951	1	737	75	196	132	88	----	7.7	7	2	----			
	1	55	70	63	133	49.1	25.5	20.1	.929	----	1393	209	95	78	33	1	6.3	7	2	----			
TOTALS,-----	7	353	281	237	518	382.0	163.7	143.7	.955	12	5836	633	1179	1041	617	10	9.3	----	----	19	7		
DIVISION ST., ---	4	56	41	31	72	51.4	26.6	22.3	48.9	.951	0	1002	58	179	158	99	0	12.3	8	1	9		
	3	55	44	33	77	46.0	25.7	17.3	43.0	.935	1	1225	78	71	102	31	1	9.9	8	----	----		
	2	56	42	32	74	46.6	24.1	19.0	43.1	.925	----	1372	126	86	100	40	----	8.2	8	----	10		
	1	55	55	62	117	46.4	21.0	21.9	42.9	.926	----	1399	101	110	59	29	----	6.2	8	----	----		
TOTALS,-----	4	222	182	158	340	190.4	97.4	80.5	.934	1	4998	363	446	419	199	1	9.1	----	----	1	19		
ORPHAN ASYLUM. }	2	59	38	30	68	55.1	33.3	21.6	54.9	.996	----	68	9	367	375	348	----	10.2	----	6	1		
	1	54	46	20	66	48.2	35.7	12.2	47.9	.994	----	85	22	318	368	511	----	6.8	----	15	----		
TOTALS,-----	2	113	84	50	134	103.3	69.0	33.8	.995	----	153	31	685	763	659	----	8.5	----	----	21	1		

SKINNER DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Sees.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truancies.	Av. Age. Y. M.	Sag. Res.	Teachers.	
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.	Girls.				All.	Ab.	Tardy.					
SKINNER.....	12	51	19	28	47	40.9	16.0	22.7	38.7	.946	---	---	891	11	150	126	57	3	14.8	5	10	20	
	11	51	28	25	53	44.2	22.7	18.7	41.4	.936	2	1123	69	117	110	36	1	13.8	5	27	0		
	10	51	28	26	54	41.7	18.3	21.3	39.6	.950	4	838	60	157	147	60	12	13.6	5	---	2		
	9	51	29	25	54	41.0	22.5	16.9	39.4	.963	---	---	615	92	178	180	78	4	12.8	5	1	12	
	8	51	29	22	51	46.7	24.5	20.0	44.5	.953	---	---	880	53	117	171	64	10	12.3	5	16	3	
	7	51	48	39	87	49.7	25.4	21.6	47.0	.946	---	---	1081	51	127	77	28	3	11.6	5	---	---	
	6	51	36	32	68	50.3	23.3	24.2	47.5	.944	1	1079	55	118	122	52	14	11.4	5	---	3		
	5	52	40	33	73	49.3	26.6	20.4	47.0	.953	1	891	65	103	148	25	5	10.3	5	5	2		
	4	51	31	36	67	50.3	22.2	25.5	47.7	.948	3	1031	44	127	98	29	11	9.3	5	14	39		
	3	51	33	32	65	50.2	24.0	24.0	48.0	.956	1	976	62	113	130	35	15	8.6	5	---	14		
	2	51	41	30	71	52.0	29.3	20.7	50.0	.962	1	831	83	139	148	48	6	7.6	5	12	5		
	1	51	56	51	107	49.0	24.4	21.1	45.5	.929	---	---	1356	109	79	92	16	6	6.4	5	3	5	
TOTALS.....	12	613	418	379	797	505.3	279.2	257.1	536.3	.949	13	11592	754	1525	1549	528	90	10.11	---	---	88	105	
EDWARDS ST., ..	4	55	27	33	60	50.7	23.5	25.1	48.6	.959	1	817	42	209	93	70	11	10.2	5	22	6		
	3	57	42	26	68	53.9	29.4	22.0	51.4	.954	1	980	55	74	266	44	11	8.6	5	4	4		
	2	57	27	34	61	53.0	26.8	24.4	51.2	.966	1	737	61	212	132	72	18	7.6	5	1	2		
	1	57	49	51	100	55.5	24.8	27.4	52.2	.941	---	---	1290	75	170	80	42	8	6.3	5	1	4	
TOTALS.....	4	226	145	144	289	213.1	104.5	98.9	203.4	.954	3	3824	233	665	511	228	48	8.1	---	---	28	16	

WASHINGTON DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Traces.	Slag-Bum.	Av. Age. Y. M.	Teachers.
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.	Girls.				All.						
																Boys.	Girls.					
WASHINGTON, --	12	50	23	14	37	45.3	23.9	18.8	42.7	.943	0	1052	5	131	103	40	5	14.1	9	15	14	
	11	50	26	22	48	46.9	24.6	20.6	45.2	.964	---	685	7	179	178	95	5	13.6	9	7	---	
	10	54	27	35	62	48.4	22.0	21.2	46.2	.955	1	896	24	142	145	75	4	12.8	9	38	3	
	9	54	30	27	57	47.6	23.7	21.9	45.6	.958	---	779	4	131	174	64	3	12.7	9	1	5	
	8	50	25	33	58	45.5	19.3	24.3	43.6	.958	1	767	3	193	121	66	3	12.2	9	9	2	
	7	50	21	31	52	43.9	18.7	22.3	41.0	.934	3	1202	26	129	69	19	2	11.11	9	3	12	
	6	56	34	33	67	47.0	22.8	21.1	43.9	.934	2	1250	39	85	106	24	11	11.3	9	2	3	
	5	56	34	30	64	48.5	21.8	24.8	46.6	.961	2	748	9	204	166	118	5	10.7	9	14	10	
	4	64	40	37	77	54.1	25.2	25.6	50.8	.939	---	1341	17	93	73	32	---	10.4	9	1	10	
	3	64	47	51	98	54.4	25.6	25.8	51.4	.945	1	1186	24	120	105	47	3	9.8	9	2	1	
CEDAR ST., -----	2	64	33	41	74	51.2	24.2	23.5	47.7	.932	3	1401	27	100	71	26	6	9.6	9	10	8	
	1	63	38	26	64	56.1	28.6	24.0	52.6	.938	---	1407	37	70	61	9	1	8.2	9	2	10	
	TOTALS,-----	12	378	380	758	588.9	280.4	276.9	557.3	.945	13	12714	222	1577	1372	615	48	11.4	---	---	104	78
	8	48	21	15	36	26.3	15.4	9.9	25.3	.962	---	402	30	212	266	167	---	12.6	11	92	9	
	7	48	20	19	39	29.5	14.7	13.1	27.8	.942	1	682	29	195	157	89	4	11.5	11	9	4	
	6	50	34	27	61	33.2	18.3	13.0	31.3	.943	2	751	63	152	167	80	2	10.2	11	99	9	
	5	48	28	26	54	38.2	18.5	17.4	35.9	.940	1	929	48	138	132	63	1	9.8	11	109	10	
	4	50	40	30	70	38.5	21.8	14.3	36.1	.938	3	987	59	120	98	25	4	8.8	11	443	3	
	3	55	34	25	59	39.0	19.6	17.2	36.8	.944	---	828	105	175	112	60	3	8.0	11	164	11	
	2	56	35	49	84	43.5	17.9	23.1	41.0	.943	---	1005	99	136	105	45	3	7.1	11	107	6	
WEST ST.,-----	1	56	63	66	129	43.3	20.1	20.4	40.5	.935	---	1139	114	111	134	58	2	6.0	11	12	7	
	TOTALS,-----	8	411	275	532	291.5	146.3	128.4	274.7	.942	7	6723	547	1239	1171	587	19	9.2	---	1035	59	
	4	55	23	35	58	45.5	22.0	21.6	43.6	.958	---	758	22	155	151	62	5	8.11	9	7	4	
	3	55	48	24	67	50.8	35.4	13.5	48.9	.963	---	742	34	171	193	103	---	7.17	9	7	2	
	2	55	39	24	68	46.8	25.5	18.1	43.6	.932	---	1272	75	82	92	24	3	7.0	9	12	2	
	1	55	79	51	130	49.8	29.3	17.6	46.9	.941	---	1124	52	104	185	65	1	6.0	9	10	---	
	TOTALS,-----	4	220	184	318	192.9	112.2	70.8	183.0	.948	---	3896	183	512	621	254	9	7.51	---	---	36	8

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. half days without Attendance.			No. Truant.	Ar. Age Y. M.	Slng. Sex.	Teachers.
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.	Girls.			All.						
WASHINGTON } BRANCH } SCHOOLS. }	4	54	29	36	65	49.1	21.1	25.0	46.1	.939	1214	47	98	32	3	7.1	5	5			
	3	34	13	18	31	18.6	6.2	11.1	17.3	.930	519	20	260	154	117	6.9	5	5			
	2	64	66	55	121	46.8	22.7	21.8	44.5	.951	916	31	181	105	60	5.11	5	5			
	1	51	50	39	89	43.4	23.0	16.9	39.9	.919	1409	45	61	101	21	6.10	5	6			
TOTALS.....	4	203	158	148	306	157.9	73.0	74.8	147.8	.936	14058	143	614	458	230	6.8	.....	3 11		

WOOLSEY DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

WOOLSEY } SCHOOL. }	12	50	25	30	55	46.1	18.7	25.7	44.4	.963	1	679	58	188	173	113	3	14.1	6	58	12
	11	52	23	32	55	47.2	17.8	27.5	45.3	.959	2	769	24	200	175	99	---	13.7	6	---	4
	10	50	38	21	59	47.3	26.3	19.6	45.9	.970	3	588	45	153	286	117	---	13.2	6	---	3
	9	50	26	41	67	45.7	18.5	24.7	43.2	.945	4	1002	47	166	108	63	1	12.9	6	44	2
	8	50	42	27	69	48.9	24.2	22.6	46.8	.958	4	816	66	178	150	77	2	12.1	6	1	---
	7	50	46	39	85	46.7	23.4	21.4	44.8	.960	2	770	108	164	187	90	1	11.2	6	20	20
	6	56	36	42	78	54.0	24.0	27.7	51.7	.957	9	923	81	153	138	52	8	10.4	6	1	8
	5	56	37	42	79	54.2	27.0	24.9	51.9	.958	6	912	57	166	109	61	4	9.6	6	5	3
	4	55	42	42	84	57.9	28.2	26.7	54.9	.949	7	1238	106	116	91	33	4	8.7	6	4	4
	3	55	42	43	85	50.0	27.2	19.9	47.1	.942	3	1167	130	123	108	55	7	7.7	6	---	10
	2	55	44	33	77	52.6	28.5	21.1	49.6	.943	3	1195	85	104	130	48	3	6.6	6	4	8
	1	55	72	69	141	53.5	26.9	23.8	50.7	.948	---	1109	29	143	152	86	---	5.7	6	2	2
TOTALS,-----	12	634	473	461	934	604.1	290.7	285.6	576.3	.954	48	11168	836	1854	1807	894	33	10.5	---	139	76
GRAND ST. } SCHOOL. }	8	54	51	58	109	55.3	24.9	27.7	52.6	.951	5	1067	55	126	119	35	3	11.6	5	6	4
	4	56	29	37	66	51.5	21.3	27.4	48.7	.945	6	1125	37	134	118	54	4	10.2	5	---	2
	3	50	30	40	70	45.6	16.0	27.3	43.3	.949	11	926	50	125	120	70	6	8.9	5	---	---
	2	54	25	31	56	38.7	17.2	19.7	36.9	.954	1	375	32	136	120	74	2	7.8	5	---	1
	1	68	59	51	110	54.6	29.2	22.7	51.9	.952	2	1063	60	198	200	147	8	6.7	5	---	3
TOTALS,-----	5	282	194	217	411	245.7	108.6	124.8	233.4	.950	25	4556	234	796	682	380	23	8.11	---	6	10
UNGRADED, ----	1	56	59	12	71	23.0	18.8	1.5	20.3	.883	---	1024	299	51	178	47	57	11.3	5	4	1

SUMMARY OF STATISTICS.

Table showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	No. Teachers.	No. Schs.	No. Registered.		Average No. Registered.		Average Daily Attendance.		Per. cent. Attend.	No. Transf. Attend.	No. Absences.	No. Tard.	No. half days without Absences or Tardiness.		No. Transf. dis.	Av. Age. Y. M.	Sing. Schs.	Teachers.	
			Boys.	Girls.	Total.	Boys.	Girls.	Total.					Boys.	Girls.				Boys.	Girls.
High School,-----	13	7	380	297	487	307.1	103.5	191.6	295.1	.961	6	4711	219	1514	951	15	16.1	25	2
Webster,-----	14	12	608	408	871	573.3	285.9	261.2	547.1	.954	11	10572	208	1871	1761	38	10.9	7	46
Eaton,-----	14	12	725	522	946	631.4	373.4	273.5	646.9	.949	---	13787	709	1434	1356	9	11.1	5	112
Wooster,-----	14	12	600	475	322	510.3	204.9	191.3	486.2	.953	3	9720	531	1522	2246	189	10.4	9	53
Dwight,-----	14	12	618	414	337	597.3	283.9	279.8	563.7	.944	1	13487	300	1741	1232	15	10.11	7	63
Skinner,-----	14	12	613	418	379	595.3	279.2	257.1	536.3	.949	13	11592	754	1595	1549	90	10.11	5	88
Washington,-----	14	12	675	378	380	588.9	280.4	276.9	557.3	.945	13	12714	222	1577	1372	48	11.4	9	104
Woolsey,-----	14	12	634	473	461	934	290.7	285.6	576.3	.954	48	11168	836	1854	1807	33	10.5	6	139
Hamilton,-----	14	13	650	371	456	827	266.7	331.7	598.4	.959	1	10092	367	2551	2112	1459	46	8.11	9
Cedar St.,-----	16	8	411	275	582	291.5	146.3	128.4	274.7	.942	7	6723	547	1239	1171	587	19	9.2	11
Dixwell Av.,-----	8	7	353	281	237	318	163.7	143.7	307.4	.955	12	5836	633	1179	1041	167	10	9.3	7
Fair St.,-----	9	4	194	105	110	129.4	63.8	58.2	122.0	.943	2	3065	172	661	620	322	13	8.10	9
Division St.,-----	5	4	222	182	158	140	97.4	80.5	177.9	.934	1	4998	363	446	419	199	1	9.1	8
Edwards St.,-----	4	4	226	145	144	289	113.1	94.3	203.4	.954	3	3824	233	665	511	228	48	8.1	5
Oak St.,-----	4	4	220	158	131	289	170.9	94.3	163.4	.956	1	3021	219	689	725	355	5	8.1	9
West St.,-----	4	4	220	184	134	118	102.9	73.0	183.0	.948	---	3896	183	512	621	254	9	7.53	9
Wash. Br. Schools	4	4	203	158	148	306	179.9	104.5	147.8	.936	1	4058	143	614	458	230	26	6.8	5
Grand St.,-----	5	5	282	194	217	411	245.7	168.6	233.4	.950	25	4556	234	796	682	380	23	8.11	5
German-English,-----	2	2	108	78	60	138	101.2	57.3	96.0	.949	---	2062	170	274	287	113	3	7.9	10
Orphan Asylum,-----	2	2	113	84	50	134	103.3	69.0	102.8	.935	---	153	31	685	763	659	---	11	9.10
Fair St. Ungrad.,-----	2	2	98	86	116	202	77.0	27.7	64.6	.839	3	4591	413	29	6	---	11	12.0	7
Whiting St.,-----	1	1	57	107	107	30.1	24.8	24.8	24.8	.863	---	2117	638	2	---	---	5	11.3	4
Grand St. "-----	1	1	50	59	12	71	23.0	18.8	20.3	.863	---	1024	299	51	178	47	---	---	---
Almshouse,-----	1	1	20	---	20	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Totals for 1874-5,-----	193	157	8286	5338	11158	7299.8	3620.0	330.88	6928.8	.949	151	147770	8424	23251	21868	10959	1046	9.93	1914
South Street, Fall Term, 1874,-----	7	6	305	181	146	327	295.1	157.4	282.5	.957	3	1932	137	328	337	138	23	8.8	2
Total, including South St.,-----	200	163	8591	5981	11485	7594.9	3777.4	3433.9	7211.3	-----	154	149702	8561	23579	22195	11097	1069	---	1973

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. 1-3 days in 1874-5.			No. 1-3 days in 1875-6.			No. 1-3 days in 1876-7.		
				All.	Boys.	Girls.	All.	Boys.	Girls.	All.	Boys.	Girls.
1	Dixwell Av.,	3	Nellie A. Peck, -	240	275	296	128	169	222	-----	-----	-----
2	Hamilton, --	7	S. M. Gertrude, -	194	293	248	190	298	135	262	300	329
3	" --	11	" Rita,-----	183	306	203	130	241	179	222	274	249
4	" --	8	" Clementine, -	182	260	245	162	263	227	120	235	165
5	" --	10	" Celestine, -	167	243	203	102	206	174	174	288	211
5	Cedar St.,---	8	M. E. Chapman,--	167	212	266	-----	-----	-----	-----	-----	-----
7	Wooster, ---	12	A. A. Giddings, -	150	254	227	-----	-----	-----	-----	-----	-----
8	Grand St., --	1	M. Kilbride, ----	147	198	200	-----	-----	-----	-----	-----	-----
9	Hamilton, --	9	S. M. Arsenius, -	139	249	221	134	211	199	206	265	251
10	Webster, ---	8	M. Graves,-----	138	207	231	101	232	154	119	182	229
11	Eaton,-----	11	J. A. Bidwell,---	132	209	186	-----	-----	-----	-----	-----	-----
12	Oak, -----	2	M. J. Alden, ----	127	196	235	-----	-----	-----	-----	-----	-----
13	Dixwell,-----	5	A. G. Kennedy, -	124	250	171	-----	-----	-----	-----	-----	-----
14	High, -----	4	A. L. Biddle,----	123	208	201	149	281	198	113	278	128
15	Dwight, ----	12	M. Harmount, --	121	290	172	223	366	232	163	230	261
16	Webster, ---	11	L. A. Minor,----	119	197	218	106	209	204	-----	-----	-----
17	Washington,	5	C. M. Lyon,-----	118	204	166	-----	-----	-----	-----	-----	-----
20	Woolsey, ---	10	L. D. Butler,----	117	153	286	-----	-----	-----	-----	-----	-----
18	City Point,--	1	J. C. Kel'sey,----	117	260	154	128	199	211	150	200	265
19	Woolsey, ---	12	M. L. Breen,-----	113	188	173	-----	-----	-----	-----	-----	-----
20	Hamilton, --	5	S. M. Patricia,---	113	190	147	162	263	227	120	235	165
22	High, -----	3	M. W. Storrs, ---	112	295	137	160	216	160	141	260	171
23	West, -----	3	M. A. Byrne,-----	103	171	193	-----	-----	-----	-----	-----	-----
24	High, -----	5	F. A. Haskell, --	102	104	149	158	263	187	166	296	201
24	Hamilton, --	1	S. M. Cyril,-----	102	149	124	-----	-----	-----	-----	-----	-----
26	Webster, ---	10	B. C. Blakeman,--	101	164	252	184	237	272	119	214	204
27	Dwight, ----	11	E. S. Bernard,----	100	260	161	185	278	246	207	278	264

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

<p>No. 7. Eunice K. Armstead, " Hyla C. Armstrong, " Mary R. Burwell, " Ida E. Bushnell, " Rosa A. Coffay, " Nellie A. Elliott, " Mary J. Fahy, " Emily B. Grannis, " Annie I. Hathaway, " Eugenie W. Hathaway, " Lizzie Palmer, " Jennie P. Payne, " Hattie M. Price, " Alice V. Spang, " Kittie A. Yanz, " Minnie E. Somers, " John H. Gates, " Ernest T. Liefeld, " Willis E. Hemigway, " Willet A. Hemingway, " Arthur F. Hemingway. No. 5. Annie P. Day,</p>	<p>No. 5. Arthur B. Cornwall, " Jacob E. Emery, " George W. Gibson. No. 4. Nellie J. Riggs, " Ardella Houser, " James E. Finegan, " Seymour P. Bradley, " Bernard A. Shanley. No. 3. Charles R. Whedon, " Gustave F. Gruener, " Emily G. Siebkie, " Josie H. Thatcher, " Annie Gilbert, " Hattie E. Miller. No. 2. Lottie Thompson, " Louisa S. Kirschner, " Willie T. Dodd. No. 1. Jennie B. Alling, " Nellie G. Lindsley, " Frederick Chatfield, " E. Lester Smith, " Charles E. Ferguson.</p>
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WEBSTER SCHOOL.

<p>No. 12. William Hoggson, " Eugene H. White, " Louisa Buchholz, " Carrie Parsons, " Abie Asher. No. 11. Mary Mouran, " Sophie Rexroth, 2 years, " Carrie Rexroth, 2 years. No. 10. Eddie Healy, " John O'Brien, " Frank Snowdon, " Charles Snow, " Mary Bartis, " Alice Hoggson, " Florence Gilbert, " Huldah Liefeld, " Isaac Asher. No. 9. Eddie Peck, " Charles Jenkins, " Solomon Asher.</p>	<p>No. 8. Bessie Bowman, " Guy Carlton, " Eddie Gruener, 7 terms, " Charles Cornwall. No. 7. Annie Widman, " Louis Widman, " Mary Miller, " Frank Smith, " Theodore Spreyer. No. 6. Nettie Rexroth, " Etta Savoy, " Freddie Schlein. No. 5. Harry Comfort, " Charlie Nicoll. No. 3. Lena Hoffmeister, " Jessie Hoggson, " Robert Laidlaw, " Tillie Schlein. No. 2. Henry Marzi.</p>
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OAK STREET SCHOOL.

No. 4. Fannie Richter,	No. 3. Alma Pagels.
" Lillie Liefeld.	No. 2. Gustave Altman,
No. 3. Nellie McDermott,	" Eddie Meyer.

EATON SCHOOL.

No. 12. Carrie Bonney,	No. 9. Charlie Coleman,
" Tommie Cannon,	No. 8. Myron Durham,
" Ella Neff,	" Willie Durantte,
" Katie Hogan.	No. 6. John Farley,
No. 11. Clara Sherman,	" Anthe Lewis,
" Carrie Bonney,	" John Pain,
" Tommie Cannon,	" Charles Braden,
" Ella Neff.	" Charles Lehr,
No. 10. Jennie Bogart,	" Amelia Wormeke,
" Fred Beach,	No. 5. Ella McCusher,
" Ben Davis,	No. 4. Willie McBride,
" Fred Brigham.	" Jennie Ward,
No. 9. Louis Bishop,	No. 3. George Hettrich,
	" Rosie Vogel.

WOOSTER SCHOOL.

No. 12. Willie Jones,	No. 7. Maria Faxter,
" David Crocket,	" Charlie Brooks,
" Arthur Jackson,	" Augustus Smith,
" Ella McColiff,	" Henry Clark,
" Hattie Barker,	" John Donahue.
" Katie McArthy.	No. 6. Willie Dales,
No. 11. Eddie Beebe.	" Pierce Maher,
No. 10. Minnie Collyer,	" Leslie Spock.
" James Kinsella,	No. 5. Josephine E. Smith,
" Jacob Lyerzapf,	" Joseph Reilly, 2 yrs.
" Charlie Popp,	No. 4. Winnie McClure.
" Frederic Ribbeck,	No. 3. John Casey,
" Edward Schue.	" Lawrence Holton,
No. 9. Edward Maher.	" John Ryan.
No. 8. Minnie Thal.	No. 2. Annie Grogan,
No. 7. Elvinia Kaehrie,	" Mary Flynn.

HAMILTON SCHOOL.

No. 12. Mary A. Healy,	No. 7. Jerry Carey,
" Annie Rielly.	" Willie Conway,
No. 11. Eddie Mulcahy,	" Patrick Skein,
" Annie Gahan.	" Michael Mullen,
No. 10. Eddie McGuinness,	" Thomas Mockler,
" Josie McMahon,	" Mary Fitzpatrick,
" John Ryan,	" Annie Magann,
" Michael Moran,	" Cecelia Meany,
" Bridget Cronin,	" Josephine Tierney.
" Maggie Shanley,	No. 6. John Heery,
" Mary Joy, 2 years.	" Patrick Keefe,
No. 9. Agnes Tindall,	" Michael Bohan,
" Rosanna Ruthledge,	" Fannie Higgins,
" Willie Costigan.	" Dollie Shanley.
No. 8. Maggie Conlin,	No. 3. Michael Hogan,
" Katie Daley,	" Bridget Berrigan,
" John Strong.	" Maggie Fogarty.
No. 7. John Brown,	" Michael English.
" John Cohane,	No. 2. Lizzie Heery.
" Eliza Dargan,	

FAIR STREET TRAINING SCHOOL.

No. 4. Annie Ehrler,	No. 4. Johnnie Thomas,
" Louisa McColiffe, 2 years.	" Flossie Burchell.

GERMAN-ENGLISH SCHOOL.

No. 1. Paul Brandes,	No. 2. Rudolph Loth,
" Eddie Loth,	" Julius Popp,
" August Schinsel.	" Albert Widmann.
No. 2. Henry Gruener,	

DWIGHT SCHOOL.

No. 12. Nettie Lanfare,	No. 9. Fred. Hemingway,
" Harry Trecartin.	" Willie Kirschner.
No. 11. Carrie Durrell,	No. 8. Charlie Trecartin.
" Edith Reilly,	No. 6. Frankie Baldwin,
" Charles Hall,	" Georgie Case,
" Joseph Townsend.	" Willie Russell,
No. 10. Lucy Judson,	" Lottie Rogers.
" Jennie Coffay,	No. 5. Mary Maloy,
" Cora Roberts,	" Carrie Tolles,
" Emma Gould, 2 years,	" Tommie Williams,
" Thomas Blount.	" Frank Nettleton.
No. 9. Nelly Hersey,	No. 4. Hannah Hopcroft.
" John Burwell,	No. 3. Bertie Baldwin.

SKINNER SCHOOL.

No. 12. Alfred Buckingham, 5 years.	No. 9. Lillie Russell,
" Lizzie Briggs,	" Barbara Miller,
" Thomas Cahill,	" Mary Luft.
" Charles Carr,	No. 8. Gustave Mangleis.
" Belle Martin,	" Thaddeus Coleman,
" John Shanley.	" Minnie Ellis.
No. 11. James Flynn, 4 years.	No. 7. Thomas Cunningham, 2 yrs.
" Katie Sullivan, 3 years.	" Frank Coleman.
" Eddie Kennedy.	No. 6. James Twiname,
No. 10. Freddie Schussler, 2 years.	" Mary Conlan.
" Patsie Conners,	No. 5. Kittie Richards,
" Nellie Burns,	" John Ronald.
" Lillie Hollis,	No. 4. Willie Kolbe,
" Eliza Miller.	" James Welch,
No. 9. George Gerner,	" Alice Dalzell.
" Willie Sperry,	No. 3. Edson Sperry,
" Charles Dewell,	No. 2. Katie Papple.
" George Stephens,	

EDWARDS STREET SCHOOL.

No. 4. Freddie Bartsch,	No. 2. Frank Bussy,
" Maud Baldwin,	" Charles Ellis,
" Mary Vogt.	" Annie Ellis,
No. 3. Charles Myers,	" Walter Lamprey,
" Annie Bahring,	" Johnnie Kirby,
" Lizzie Judge.	" Tommie Corcoran.

WASHINGTON SCHOOL.

No. 12. Ernest Nicholls, 3 years,	No. 9. Nellie Newheim,
" Henry Fresenius, 2 years,	" Fred Grandie,
" Louis Fenouillet, 4 years,	" Katie O'Meara,
" Charles Finch,	" Nellie Moran,
" Mary Maltby.	" Mary Kelly,
No. 11. Nellie Dwyer,	" Willie Seitz.
" Minnie Densmore,	No. 8. James Moran, 3 years,
" William Noyes,	" Saidie Kenney, 2 years,
" Carrie Ruttiger,	" Jennie Allen, 2 years.
" Nellie Starr,	No. 7. John Dailey,
" Maggie Strong,	" Willie Miller,
" Mary Lockwood,	" Mary Smith,
" Clara Wescott.	" Minnie Brockett.
No. 10. Ernest Livingstone,	No. 6. Alice Carrington.
" Walter Coe,	No. 5. Charlie Hartung,
" Joseph Hibbard,	" Annie Kelley,
" Joseph White, 2 years,	" James Kelley,
" Wallace Butricks,	" Thomas Riley,
" Mary Northrop,	" Fannie Wilkinson, 2 years.
" Eliza Hine, 2 years,	No. 4. Bridget Allen.
" Mary Noyes,	No. 3. Johnnie Mason,
" Terrence Smith.	" Annie O'Brien.
No. 9. James Nicholls, 3 years,	No. 2. Louisa Gaffney,
" Alfred Tanner,	" Hattie Kelsey.
" George Newheim,	

WASHINGTON BRANCH SCHOOL.

No. 4. George Fletcher.

CEDAR STREET SCHOOL.

No. 8. George Chandler,	No. 8. Maggie Beukler, 2 years.
" Amos McDonald,	No. 7. John Ruttiger, 2 years.

WEST STREET SCHOOL.

No. 4. Anna Dwyer,	No. 3. Eddie Couchey.
" Henry Strack.	" John Moran,
	" Emma Fresenius.

WOOLSEY SCHOOL.

No. 12. Ernest Ball, 2 years,	No. 8. Dora K. Horton,
" Millie Robinson.	" Adam McArthur,
No. 11. Michael J. Casey,	No. 7. Joseph O. Gorman,
" Jessie D. Chidsey,	" Estella Smith.
" Jennie E. Hemingway, 2 yrs.	No. 6. Ernest Derrin,
" Amelia King,	" Eugene Martin.
" George E. Moulthrop, 4 yrs.	No. 5. Fannie Lawton.
" Carrie W. Smith.	No. 4. Elmer Howard,
No. 10. Mary L. Terry, 4 years.	" Cora Smith.
" Mahlon H. Marlin.	No. 2. Robert McArthur,
No. 9. Duncan McArthur.	" John O'Keefe,
No. 8. Winnie R. Fisher,	" Maggie Thielbar.

GRAND STREET SCHOOL.

No. 8. Annie Hunt,
" Hattie Baldwin.

No. 4. Hattie Davis,
" Willie Sturupp.
No. 2. Noyes Dadman.

N. B.—The punctuality of pupils passing from one school to another should be preserved; but teachers must be careful to obtain evidence of *previous* punctuality of the scholar, from the *written statement* of the teacher of the school from which the pupil comes.

HIGH SCHOOL TEXT BOOKS.

French's Common School Arithmetic.
Sanford's Analytical Arithmetic.
Packard's Complete Course of Business Training.
Robinson's New Elementary Algebra.
Loomis's Geometry.
Davies' Trigonometry.
Cooley's Natural Philosophy.
Steele's Fourteen Weeks in Chemistry.
Dana's Text Book of Geology.
Steele's Fourteen Weeks in Astronomy.
Hutchison's Physiology and Hygiene.
Wood's Botanist and Florist.
Bloss's Ancient History.
Modern History.
Mitchell's Physical Geography.
Anderson's Pictorial United States.
Hart's Composition and Rhetoric.

Collier's History of English Literature.
Kerl's Common School Grammar.
Town and Holbrook's Progressive Fifth Reader.
Lovell's Progressive Fifth Reader.
Town's New Speller and Definer.
Henderson's Test Words.
Harkness' Latin Grammar.
Harkness' Latin Reader.
Harkness' Cæsar.
Searing's Virgil.
Otto's German Conversation Grammar.
Leben und Tod des kleinen Rothkäppchens.
Reife als Däfel.
Marie Stuart.
Magill's French Grammar.

TEXT BOOKS USED IN THE PUBLIC SCHOOLS OF
NEW HAVEN.

Lovell's Readers. Series.
Town's Speller.
French's Arithmetic. Series.
Kerl's English Grammar.
Mitchell's Geography.

Anderson's Pictorial History of the United States.
Spencerian System of Penmanship.
Jepson's Music Readers.
Bail's System and Charts in Drawing.

TEACHERS APPOINTED FOR THE YEAR 1875-76,

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL. <i>Orange Street, cor. Wall.</i>		T. W. T. CURTIS, <i>Principal</i> ,...	\$3,000	213 Orange.
		JAMES D. WHITMORE,*.....	2,500	75 Bradley.
		Virginia H. Curtis,.....	1,200	213 Orange.
		Mary A. Marshall,.....	850	7 Library.
		H. Fannie Parish,.....	800	46 College.
		S. Louise Coy,.....	800	82 Wall.
		Mary C. Tuttle,.....	800	520 Chapel.
		Mary W. Storrs,.....	800	273 Orange.
		Julia I. Stow,.....	800	29 Wooster.
		Fanny A. Haskell,.....	800	31 Trumbull.
		Lucy R. Bliss,.....	800	75 Bradley.
		Annie S. Johnson,.....	500	290 E. Grand.
		Sara E. Husted,.....	450	72 Dixwell av.
			\$14,100	
WEBSTER SCH., <i>George Street, cor. York.</i>		WEBSTER DISTRICT.		
		JOHN G. LEWIS, <i>Principal</i> ,....	\$2,500	516 Howard av.
	12	Maggie Baird,	750	60 Liberty.
	12	Mary Ferguson,	350	87 Water.
	11	Lucy A. Minor,	700	161 George.
	10	Bessie C. Blakeman,	650	43 Dwight.
	9	Julia A. Malcolm,	650	608 Chahel.
	8	Maria A. Graves,.....	650	332 Chapel.
	7	Clara A. Hurlbut,.....	650	461 Chapel.
	6	Eva L. Griffing,.....	550	188 Wooster.
	5	Anna R. Hubbell,.....	500	32 Dow.
	4	Ada T. Somers,.....	450	186 Goffe.
	3	Eliza A. Benham,.....	500	67 Howe.
	2	Nettie L. Leonard,	500	West Haven.
	1	Fannie E. Graves,.....	600	532 Chapel.
			\$10,000	
OAK ST. SCHOOL, <i>cor. Greenwood.</i>	4	Louise G. Wolcott,.....	\$550	65 Sylvan av.
	3	Laura G. Lampson,.....	450	15 Park.
	2	Mary J. Alden,.....	500	34 Kensington.
	1	Ruth Gorham,	450	231 Crown.
			\$1,950	
WHITING ST., UNGRADED.		Henry M. Loomis,.....	\$1,000	East Haven.

* Sub-Master.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
EATON DISTRICT.				
EATON SCHOOL.		JOSEPH GILE, <i>Principal</i> ,.....	\$2,500	264 State.
	12	Effie E. Stevens,.....	750	67 Wooster.
Jefferson Street,	12	Hattie Roemer,.....	400	184 Chapel.
cor. St. John.	11	Julia A. Bidwell,.....	700	5 Osborn.
	10	Heppie E. Goodrich,.....	650	141 Church.
	9	Susie S. Sheridan,.....	600	291 Orange.
	8	Mary J. Bronson,.....	650	23 Trumbull.
	7	Mary F. Frisbie,.....	450	9 Lyon.
	6	Jessie F. Crane,.....	600	155 St. John.
	5	Kate H. Candee,.....	600	39 Clark.
	4	Katie Smith,.....	550	132 College.
	3	Mary C. Durrie,.....	500	15 Lyon.
	2	Flora A. Loper,.....	500	68 Bradley.
	2	Maggie P. Moffat,.....	400	13 Bradley.
	1	Mary J. Hayes,.....	600	410 State.
	1	Lily W. Sheridan,.....	400	291 Orange.
			\$10,850	
WOOSTER DISTRICT.				
WOOSTER SCH.,		RALPH H. PARK, <i>Principal</i> , ..	\$2,500	East Haven.
	12	Almena A. Giddings,.....	750	97 Chapel.
Wooster Street,	12	Emma L. Bishop,.....	400	77 Hamilton.
cor. Wallace.	11	Annie E. Pigott,.....	700	132 Hamilton.
	10	Almira W. Brooks,.....	650	64 Chapel.
	9	Jennie S. Burlock,.....	650	41 Howe.
	8	Julia E. Thatcher,.....	650	20 Chestnut.
	7	Joanna M. Gleeson,.....	500	106 Wallace.
	6	G. E. M. Bell,.....	600	64 Chapel.
	5	Emma E. Burwell,.....	600	376 George.
	4	Mary C. Gorham,.....	550	13 Warren.
	3	Ella A. Beach,.....	500	163 St. John.
	2	Ida V. Huke,.....	500	97 Chapel.
	1	Harriett C. Miles,.....	600	142 Chapel.
			\$10,150	
FAIR STREET TRAINING SCHOOL				
		REUGENE L. YOUNG, <i>Principal</i> ,	\$900	14 Clark.
	4	Martha B. Fields,.....	250	121 Dwight.
	4	Emily L. DeForest,.....	200	45 Atwater.
No. 35.	3	Emma F. Weld,.....	300	99 Wall.
	3	Ida L. Henry,.....	200	9 Audubon.
	2	Nettie A. Scranton,.....	250	295 Orange.
	2	Sarah A. Wilcox,.....	200	94 Orange.
	1	Fannie E. Harrison,.....	250	18 Warren.
	1	Emily J. Farnsworth,.....	200	55 Trumbull.
			\$2,550	
FAIR STREET, UNGRADED.				
	1	Emily A. Wildman,.....	\$600	21 Clark.
No. 35.	2	Nellie J. Guinan,.....	350	106 St. John.
			\$950	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
GERMAN-ENG. 193 Wooster St.	2 1	Herman Trisch,..... Angetette T. Marchal,.....	\$1,200 600	117 Water. 300 Grand.
			\$1,800	
HAMILTON ST. SCHOOL. <i>Bet. Hamilton and Wallace, near Grand.</i>	12 11 10 9 8 7 6 5 4 3 2 1	S. M. Agnes Welch,..... " Helena Charlton,..... " Rita Shea, " Celestine Wall, " Arsenius Caden, " Clementine Kenney,.... " Gertrude Roach, " Germaine Whelan, " Patricia Carney,..... " Maria Murray, Mary F. Leary,..... S. M. Ambrosia Coonan, ... Mary E. Hall, S. M. Cyril Welch,.....	\$1,200 750 650 650 650 650 600 600 550 450 500 500 550 600	267 Franklin. " " " " " " " " 24 Locust. 267 Franklin. 75 Grand. 267 Franklin.
			\$8,900	
DWIGHT SCHOOL, <i>Martin Street, cor. Gill.</i>	12 12 11 10 9 8 7 6 5 4 3 2 1	DWIGHT DISTRICT. L. L. CAMP, <i>Principal</i> ,..... Mary F. Harmount,..... Hattie E. Bradley,..... Emma S. Bernard,..... Harriet E. Judson,..... Clara I. Bradley,..... Willa J. Gibson,..... Elizabeth V. Southworth, .. Emma E. Lincoln,..... Gertrude L. Cooper,..... Emma E. Cowap, Fannie C. Upson,..... Carrie E. Blakeslee,..... Charlotte Hills,.....	\$2,500 700 350 700 650 650 650 650 600 550 400 500 400 600	595 Chapel. 68 Greenwood. 293 Elm. 595 Chapel. 70 Howe. 293 Elm. 44 Edwards. 14 Sylvan av. 57 Martin. 34 Sylvan ave. Westville. 105 College. 16 Beers. 37 College.
			\$9,900	
DIXWELL AV. SCHOOL.	7 7 6 5 4 3 2 1	Sarah E. Hughes,..... Carrie B. Root, Fannie T. Munson,..... Anna G. Kennedy,..... Sarah S. Benham,..... Nellie A. Peck,..... Martha M. Dudley,..... Fannie A. Baldwin,.....	\$900 400 600 600 550 550 500 600	East Haven. 609 Chapel. 133 College. 156 York. 67 Howe. 305 George. 202 Martin. 10 Univer'ty Pl.
			\$4,700	
ORPHAN ASYLUM SCHOOL. 348 Elm Street.	2 1	Cordelia Sargeant,..... Ellen M. Hickox,.....	\$600 400	348 Elm. 348 Elm.
			\$1,000	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
DIVISION STREET SCHOOL.	4	Jennie E. Barber,	\$700	
	4	Hattie Reynolds,	350	60 Dixwell av.
	3	Fannie M. Bryant,	600	184 Division.
	2	Mary J. Quinley,	450	32 Gill.
	1	Livia M. Jordan,	500	Cor. Newhall & Thompson.
			\$2,600	
		SKINNER DISTRICT.		
SKINNER SCHOOL, <i>State Street, cor. Summer.</i>		HENRY C. DAVIS, <i>Principal</i> , ..	\$2,500	43 Clark.
	12	Sarah A. Tucker,	750	19 Audubon.
	12	Annie E. Hayes,	350	279 Orange.
	11	Sara A. Mallory,	700	19 Audubon.
	10	Ella J. Bronson,	650	502 State.
	9	Ann E. Loper,	650	68 Bradley.
	8	Ellie L. Maguire,	650	51 Collis.
	7	Mary J. Morris,	650	105 William.
	6	F. Elsie Terrill,	600	49 Collis.
	5	Emma E. Beach,	550	163 St. John.
	4	Juliet E. Peck,	500	202 Orange.
	3	Mary E. Weld,	450	99 Wall.
	2	Lucy P. Bush,	350	29 Clark.
	1	Carrie M. Galpin,	600	25 Eld.
			\$9,950	
EDWARDS STREET SCHOOL.	4	Lizzie M. Healy,	\$650	16 Factory.
	3	S. Evelyn Manning,	400	88 Bradley.
	2	Hattie J. Bushnell,	450	63 Hamilton.
	1	M. Carrie Strickland,	500	42 Whitney av.
			\$2,000	
		WASHINGTON DISTRICT.		
WASHINGTON SCHOOL. <i>Howard Avenue, cor. Putnam St.</i>		GEORGE R. BURTON, <i>Principal</i> , ..	\$2,500	125 Ward.
	12	Emily E. Warner,	750	20 Portsea.
	12	Annie C. Norman,	400	69 Howe.
	11	Julia M. Catlin,	700	73 Washing'tn.
	10	E. Josie Cargill,	650	17 Ward.
	9	Cordelia M. Lyon,	550	525 Chapel.
	8	Jennie R. Catlin,	450	90 Columbus.
	7	Maggie A. Byrne,	550	62 Daggett.
	6	Catherine C. Jones,	650	29 Columbus.
	5	Fannie A. Butler,	550	22 Prince.
	4	Edith E. Johnson,	550	341 Howar l av.
	3	Anna F. Gillette,	450	15 Columbus.
	2	Adele T. Howarth,	400	34 Vernon.
	1	Lillian M. Bedell,	350	321 Cedar.
			\$9,500	
WEST STREET SCHOOL.	4	Lucy A. F. Pinney,	\$650	193 George.
	3	Mary E. Willoughby,	450	7 Christopher.
	2	Hannah C. Chamberlain,	500	45 Park.
	1	Eva J. Phelps,	450	10 Washington.
			\$2,050	

TEACHERS.

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SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
WASH. BR. SCH., <i>City Point.</i> <i>Carlisle Street.</i>	4	Martha B. May,.....	\$500	29 Columbus.
	3	Jennie C. Kelsey,.....	400	3 Howard av.
	2	Marion L. Livingston,.....	600	125 Columbus.
	1	Kate M. Conlan,.....	450	313 Water.
			\$1,950	
CEDAR STREET TRAINING SCH'L. <i>Cor. Washington Street.</i>		CLARISSA B. WILLIAMS, <i>Prin.</i> ,	\$1,500	74 Portsea.
	8	Martha E. Chapman,.....	500	161 George.
	8	Rosella E. Briggs,.....	200	80 William.
	7	Katie R. Smith,.....	200	82 Wallace.
	7	Rosina Allan,.....	300	189 George.
	6	Ella F. Healy,.....	200	66 St. John.
	6	Marie A. Hodgson,.....	200	111 Howe.
	5	Georgie F. Janes,.....	250	16 George.
	5.		250	
	4	Sarah C. Day,.....	250	10 College.
	4	Fannie I. Wheeler,.....	200	100 Howe.
	3	Eunice L. Williams,.....	250	6 Silver.
	3	Annie M. Brennan,.....	200	2 Elliott.
	2	Hattie R. Townsend,.....	250	29 Martin.
	2	Maria L. Bradley,.....	200	20 Vernon.
	1	Inez E. Nettleton,.....	450	91 Dwight.
	1	Corney F. Allan,.....	200	189 George.
			\$5,400	
WOOLSEY DISTRICT.				
WOOLSEY SCH., <i>Woolsey Street, cor. Poplar.</i>		MARK PITMAN, <i>Principal</i> ,....	\$2,500	176 Ferry.
	12	Maria L. Breen,.....	750	55 Lombard.
	12	Alice Darrow,.....	400	170 Ferry.
	11	Nellie B. Morse,.....	700	So. Quinpiac.
	10	Lottie D. Butler,.....	650	112 Ferry.
	9	Fannie I. Bunce,.....	650	113 Poplar.
	8	Jennie E. Ford,.....	600	46 Martin.
	7	Sarah J. Gibson,.....	550	44 Edwards.
	6	A. C. Ruth Siebke,.....	450	116 Wooster.
	5	F. Isabel Swift,.....	500	125 Wolcott.
	4	Sarah U. Wright,.....	500	206 Exchange.
	3	Rebecca P. Arnold,.....	500	30 Meadow.
	2			
	1	Ella H. Clarke,.....	550	134 E. Grand.
			\$9,300	
GRAND STREET SCHOOL. <i>Bet. Clinton ave. and Perkins.</i>	8	Maggie A. Robinson,.....	\$650	12 Univer'ty pl.
	7	Dwight F. Walbridge,.....	800	34 East Pearl.
	6			
	5			
	4	Mary J. Warren,.....	550	Bridgeport.
	3	Mary Kilbride,.....	500	229 Franklin.
	2	Hortense Darling,.....	350	184 Exchange.
	1	Mary A. Pinney,.....	600	
			\$2,550	

JANITORS APPOINTED FOR 1875-76.

Eaton School,.....	Nehemiah Bristol,	\$575.....	250 Franklin.
Webster School,	John M. Mattingly,.....	575.....	6 College.
Dwight School,.....	George W. Judd,.....	575.....	66 Martin.
Wooster School,	David Sturgis,.....	575.....	94 Wallace.
Skinner School,	Henry S. Loper,	575.....	68 Bradley.
Washington School,.....	James O'Brien,	600.....	18 Salem.
Woolsey Grad. School, .....	.....	600.....	Fair Haven.
Hamilton School,	Patrick Hall,.....	600.....	83 Grand.
Cedar St. School, }	Henry W. Blakeslee,...	500.....	77 Washington.
Whiting St. School, }			
High School,	Thomas W. Beecher, ...	575.....	29 Washington.
Dixwell School,	John W. Munson,.....	400.....	100 Webster.
Fair St. School,	Isaac Martyn,.....	300.....	37 Olive.
Division St. School,	James Henry,.....	200.....	Shelton av.
Edward St. School,.....	Henry S. Loper,.....	200.....	68 Bradley.
West St. School,	John Kallaher,	300.....	5 Hedge.
Oak St. School,.....	.....	200.....	
Small Schools, Evening Schools, Office, estim.,...		650	

\$8,000

NEW HAVEN CITY SCHOOL DISTRICT.

SCHOOL CALENDAR FOR 1875-6.

1875.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY	1876.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
<i>Sept.</i>				1	2	3	4	<i>Mar.</i>				1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30				26	27	28	29	30	31	
<i>Oct.</i>						1	2	<i>April.</i>							1
	3	4	5	6	7	8	9		3	4	5	6	7	8	
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		23	24	25	26	27	28	29
	31								30						
<i>Nov.</i>		1	2	3	4	5	6	<i>May.</i>		1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30						28	29	30	31			
<i>Dec.</i>				1	2	3	4	<i>June.</i>					1	2	3
	5	6	7	8	9	10	11		4	5	6	7	8	9	10
	12	13	14	15	16	17	18		11	12	13	14	15	16	17
	19	20	21	22	23	24	25		18	19	20	21	22	23	24
	26	27	28	29	30	31			25	26	27	28	29	30	
<i>1876.</i>								<i>July.</i>							1
<i>Jan.</i>		3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	30	31							30	31					
<i>Feb.</i>			1	2	3	4	5	<i>Aug.</i>			1	2	3	4	5
	6	7	8	9	10	11	12		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
	20	21	22	23	24	25	26		20	21	22	23	24	25	26
	27	28	29						27	28	29	30	31		

Fall Term begins Wednesday, Sept. 1; ends Dec. 23.=15 weeks 4 days.

Winter Term begins Monday, Jan. 3; ends April 27.=16 weeks 1 day.

Summer Term begins Monday, May 8; ends June 30.= 8 weeks.

Number of school weeks in the year.=40.

NOTE.—School Days are printed in prominent figures.

Annual State Fast (Good Friday), April 14.

State Teachers' Association, October 22.

2831

COURSE OF STUDY.

GRADE I.

Average age, 6 years 9 months. Range of ages from 5 to 9 years.

FIRST YEAR—FIRST TERM.

Reading.—Lessons from cards and blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Charts Nos. 1, 2 and 3.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book First, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not*, proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

SECOND TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Charts, Nos. 1 to 3.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc.

<i>Morals,</i>	} Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."
<i>Manners,</i>	
<i>Maxims.</i>	

THIRD TERM.

Reading.—First Reader completed. Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters, teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Charts, Nos. 2 to 4.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, teacher placing the exercises on the blackboard. Review definitions at close of term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home : materials of which they are made ; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances ; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right ; in everything ; at all times.

GRADE II.

Average age, 8 years 6 months. Range of ages from 7 to 11 years.

SECOND YEAR—FIRST TERM.

Reading.—Second Reader. Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation ; cultivate natural, easy expression ; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups ; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Charts Nos. 5 and 6.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher improvising in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review Definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

SECOND TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy and fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 6.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35, Jepson's Music Reader, Book First. Teachers improvise same class of exercises at each lesson. Drill 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses; their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

THIRD TERM.

Reading.—Second Reader finished.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Chart No. 7.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred. French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work.

Singing.—Finish Chapter 39, Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained? What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

GRADE III.

Average age, 9 years 10 months. Range of ages from 8 to 13 years.

THIRD YEAR—FIRST TERM.

Reading.—Third Reader begun. Observe directions previously given. Special care to be taken to express the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Spelling.—Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis (p. 13). Explain the *Key Mark* and its use (43, p. 7); also the marks indicating long and short sounds (1 and 2, p. 6). Spell orally and by writing. Teach the table of elementary sounds (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Charts Nos. 6 and 7.

Arithmetic.—French's First Lessons continued. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Also dictation exercises. Roman numerals to one thousand.

Singing.—Finish Chapter 41, Jepson Music Reader, Book First. Spend six weeks on the subject of Chapter 40, improvising at each exercise. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employment. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

SECOND TERM.

Reading.—Third Reader. Directions as in the last term's work.

Spelling.—Town's Speller. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 7 and 8.

Arithmetic.—French's First Lessons completed. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book First. Spend four weeks each, on chapters 42, 45, 48. Improvise at each exercise. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

THIRD TERM.

Reading.—Third Reader. Directions as before.

Spelling.—Town's Speller. Directions as last term.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic begun. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher.

Singing.—Finish Chapter 52, Jepson's Music Reader, Book First. Spend four weeks each on chapters 49, 50 and 51. Improvise single part exercises frequently. Daily drill, 15 minutes. Review Definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

GRADE IV.

Average age, 11 years 4 months. Range of ages from 9 to 14 years.

FOURTH YEAR—FIRST TERM.

Reading.—Third Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also, the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—Practice paper and Writing Book, No. 1, to be commenced. Analysis of principles to be required.

Drawing.—Charts Nos. 9 and 10.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D. Drill 15 minutes each day. Review Definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instruction lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

SECOND TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice-paper and Writing Books Nos. 1 and 2 to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 10 and 11.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review Definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two examples of each to be thoroughly studied. Also, color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence, in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

THIRD TERM.

Reading.—Third Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, with practice-paper and analysis.

Drawing.—Charts No. 11 and 12.

Arithmetic.—French's Elementary to compound numbers, in connection with dictation exercises for mental practice.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Birds. Classification same as last term. The following to be studied: vulture, mocking bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.
Morals and Manners.—Decision. Characteristic of energy, enterprise, etc.
 The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

GRADE V.

Average age, 12 years 7 months. Range of ages from 11 to 15 years.

FIFTH YEAR—FIRST TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.
Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the notation found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.
Writing.—Spencerian, Book No. 2, with practice paper.
Drawing.—Charts Nos. 12 and 13.
Arithmetic.—French's Elementary, to Fractions. Eaton's Intellectual Arithmetic.
Geography.—Mitchell's Primary.
Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on chapters 30 and 33, carefully observing corresponding directions for preceding term.
Physical Exercise.—Continued.
Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage; the oak, elm, maple, locust, ailanthus, chestnut, hickory, etc. Occasional exercises on common objects.
Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.
Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

SECOND TERM.

Reading.—Fourth Reader. Give careful attention to modulation.
Spelling.—Town's Speller. Give occasional exercises on prefixes and suffixes of words.
Writing.—Book 3, with practice paper.
Drawing.—Charts Nos. 13 and 14.
Arithmetic.—French's Elementary finished. Eaton's Intellectual Arithmetic.
Geography.—Mitchell's Primary, finished and reviewed.
Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each chapter, carefully observing corresponding directions for preceding term.
Physical Exercise.—As before.
Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right choice of objects; right way of securing them; right time for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 4 and practice paper.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School begun, or review Elementary. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate.

Singing.—Finish Chapter 49, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly: whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Written sentences suggested by oral instruction on Grammar. Sentences containing parts of speech.

Morals and Manners.—Cultivation of a sense of propriety under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.

Average age, 13 years 4 months. Range of ages from 12 to 16 years.

SIXTH YEAR—FIRST TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Book, No. 4, with practice paper and analysis.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School, to Compound Numbers. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, to the Middle States.

Grammar.—Kerl's First Lessons.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, teacher improvising single part exercises on the subject of each lesson; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's **MANUAL OF COMMERCE**.)

Language.—Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit; importance of good; consequences of bad. Who are slaves under control of habit.

SECOND TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School, to Factors and Multiples. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Map of California, etc.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See **MANUAL OF COMMERCE**.)

Language.—Some objects from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5, with practice-paper and analysis.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School, to Converse Operations. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, to South America.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. See **MANUAL OF COMMERCE**.)

Language.—Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

GRADE VII.

Average age, 14 years 2 months. Range of ages from 12 to 16 years.

SEVENTH YEAR—FIRST TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Books, Nos. 5 and 6, with practice paper. Analysis and blackboard illustrations. Selections of higher numbers of books may be made.

Drawing.—Chart No. 18.

Arithmetic.—French's Common School to Percentage. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Great Britain; three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

SECOND TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Books. Selection by Principal.

Drawing.—Chart No. 19.

Arithmetic.—French's Common School to Interest. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, etc.; as last term.

Geography.—Mitchell's Intermediate to Asia; three lessons a week.

History, U. S.—Anderson's Pictorial School; two lessons a week.

Singing.—Jepson's Music Reader. Same as for second term, grade six.

Oral Instruction.—Historical Sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and the employed.

THIRD TERM:

Reading.—Fifth Reader as last term.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book, selected.

Drawing.—Chart No. 20.

Arithmetic.—French's Common School to Ratio and Proportion. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, finished; two lessons a week.

History, U. S.—Anderson's Pictorial School; three lessons a week.

Singing.—Jepson's Music Reader. Same as for the third term, grade six.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.

EIGHTH YEAR—FIRST, SECOND AND THIRD TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words. 2d term, finish; 3d term, review.

Writing.—As in Grade VII.

Drawing.—Charts 18, 19 and 20.

Arithmetic.—1st term, French's Common School to Progression. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Kerl's First Lessons, or Common School.

History, U. S.—Anderson's Pictorial School.

Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.

<i>Oral Instruction,</i>	} As during first term, Grade VII, or any topic previously given.
<i>Language,</i>	
<i>Morals and Manners.</i>	

N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

HIGH SCHOOL COURSE.

FOURTH CLASS.

First Term (20 weeks.)

Arithmetic and Book-keeping.

*U. S. History.**Physical Geography.**Botany and Physiology.**French, German, or Latin.**Second Term (20 weeks.)*

Arithmetic and Book-keeping.

*Ancient History.**French, German, or Latin.*

THIRD CLASS.

Algebra.

Rhetoric and English Language.

French, German, or Latin.

Algebra.

Mediæval History.

French, German, or Latin.

JUNIOR CLASS.

Geometry.

Natural Philosophy.

*Modern History.**Latin.*

Geometry.

Chemistry.

English Literature.

Latin.

SENIOR CLASS.

Geology.

Astronomy.

English Literature.

Trigonometry.

Reviews.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils in the last four grades will have exercises in elocution, in the form of Reading, Declamation or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

TABULAR VIEW OF STUDIES IN THE PUBLIC SCHOOLS.

STUDIES.	1st GRADE			2d GRADE			3d GRADE			4th GRADE			5th GRADE			6th GRADE			7th GRADE			8th GRADE			9th GRADE			10th GRADE			11th GRADE			12th GRADE		
	TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.			
Lovell's 1st Reader.	47	87	128																																	
" 2d "		55	118	216																																
" 3d "				41	102	156	193	251	318																											
" 4th "										57	123	182	226	301	380																					
" 5th "																																				
Town's Speller.				22	29	37	42	50	57	62	69	77	82	90	99	114	136	168																		
Head Test Words.																																				
Arith., 1st Lessons.				31	107		R.																													
" French's Elem.							83	113	149	181	209																									
" Com. School.																																				
" Eaton's Intel.																																				
Geog., Primary.								23	43	55	71	91	R.																							
" Intermediate.																																				
Grammar, 1st Lessons.																																				
" Com. School.																																				
History of U. S.,																																				
Pennamith.																																				
Drawing Charts.																																				
General History.																																				
Book-keeping.																																				
Physical Geography.																																				
English Language.																																				
Physiology.																																				
Natural Science.																																				
Natural Philosophy.																																				
Algebra.																																				
Geometrical U. S.																																				
Geometry.																																				
Botany.																																				
English Literature.																																				
Chemistry.																																				
Astronomy.																																				
Geology.																																				
Zoology.																																				
Trigonometry.																																				
French.																																				
German.																																				
Latin.																																				

Reviews of English Studies during the last half of this year.

Studies in *italics* are optional.

REMARKS ON THE TABULAR VIEW OF THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. Another year's trial will enable us to ascertain what modification may be necessary to render the adaptation more perfect. The following suggestions and cautions are to be kept in mind while endeavoring to work the classes in accordance with the scheme :

1. Each grade will ordinarily, include rooms in the Grammar Schools, as follows :

Grade	I, rooms 1 and 2.	Grade	V, rooms 9 and 10.
"	II, " 3 " 4.	"	VI, " 11.
"	III, " 5 " 6.	"	VII, " 12, 2d class.
"	IV, " 7 " 8.	"	VIII, " 12, 1st "

2. The *youngest class* in the grade is to complete the work assigned for each term ; and the older classes will finish it in *two terms* or *less*, and then proceed to the studies of the next grade.

3. To determine whether the classes are *on* the grade, *behind*, or in *advance* of it, ascertain whether the *youngest class* has done the work assigned satisfactorily, and what is the relative advancement of the older classes. Each teacher is held responsible for thoroughness in that part of the grade to which her classes belong.

4. If any classes are found competent to advance more rapidly than the grade directs, they are not to be hindered in their progress provided their work is well done. Individual promotions are to be encouraged, at monthly examinations. But haste must never be made at the expense of thoroughness.

5. The numbers in the Tabular View, against each study, indicate the pages to be completed during each term. The dash indicates that the study is pursued, without directing how much shall be accomplished.

6. At the beginning of the year, by the promotion of classes, pupils advanced to the next higher room are likely to be considerably behind the grade laid down in the "Course of Study." Let such pupils *begin, after promotion*, where they *left off* in the previous room, and it will be satisfactory if they reach the studies assigned in the grade before the end of the year.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into **two school districts**, viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The **New Haven City School District** includes all that part of the town of New Haven which lies east of a line running from the bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. It is divided for convenience into **seven sub-districts**, with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to West Water, both sides of West Water to Meadow, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to Grand, neither side of Grand to Hamilton, neither side of Hamilton to the Railroad, which separates it from the Skinner District, thence to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Hamilton street, includes both sides of Hamilton to Grand, both sides of Grand to Franklin, both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The **Board of Education** consists of **nine members**, three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined in the statutes of the State :

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coextensive with the towns within which they are situated, **shall become school districts** of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz : Such school districts **shall annually choose**, on the **third Monday in September** in each year, instead of a district committee, a **Board of Education** consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors ; and said Board of Education shall have all the **powers** and be subject to all the **duties** imposed on the district committees ; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district ; they shall lodge all bonds, leases, notes, and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly : they shall pay into the treasury of the district all moneys which they may receive for the support of schools ; they shall determine the number and qualifications of the scholars to be admitted into each school ; shall supply the requisite number of qualified teachers ; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which

may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors **shall be filled** by an election of the necessary members thereto by ballot. **Should any vacancy occur** by death, resignation or otherwise, the remaining members of the Board may fill such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters in the district is held on the **third Monday of September**, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the **first and third Friday evenings** of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. **Five members** of the Board shall constitute a quorum for the transaction of business, and every member present, when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public, unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called by a majority of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the **first meeting of the Board** after the Annual District Election, a **President** for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEES.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on School Buildings, shall be elected by a majority of the Board.

1. **COMMITTEE ON SCHOOLS.**—The instruction and government of the schools, the furniture, books, maps and apparatus for teaching, shall be under the special charge of the Committee on Schools.

2. **COMMITTEE ON FINANCE.**—The financial wants and obligations of the District shall be under the special charge of the Committee on Finance, who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The Committee meet during the last week of each month to examine and pass upon all the bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3. **COMMITTEE ON SCHOOL BUILDINGS.**—The School buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also make an estimate, for publication in the Annual Report, of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The executive officers of the Board shall consist of a Secretary and a Superintendent of Schools, who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, unless the election is postponed to a future meeting. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the Secretary to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall keep the accounts of the District, and make out an annual report of its expenses.

He shall receive the moneys from the Treasurer for orders drawn on him, and pay all bills approved by the Committee on Finance, and none others.

He shall loan books to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an accurate inventory of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall superintend all necessary repairs under the direction of the Committee on School Buildings.

He shall be the executive officer of the Board, in securing the attendance at school of truant and neglected children.

He shall have a general oversight of the janitors, and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall be at the office of the Board on all school days, from 8½ to 9½ o'clock A. M., and from 4 to 5 o'clock P. M., and on Mondays and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements; and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals and harmonious relations between the parents and teachers.

He shall be at the office of the Board on all school days, from 8½ to 9 o'clock A. M., and from 12½ to 1 o'clock P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

- 1.—Reading the minutes of the previous meeting.
- 2.—Reports of Committees.
- 3.—Unfinished business.
- 4.—Report of Superintendent.
- 5.—Report of Secretary.
- 6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

- 1.—The apparatus, books, maps, etc., used in the schools, shall be such only as may be prescribed by the Board.
- 2.—No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then, unless the Committee on Schools have reported thereon.

3.—All school registers, record books, report blanks, etc., shall be after uniform patterns to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board shall not be amended or repealed but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—Candidates not in the service of the District will apply in writing to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The annual election of teachers shall be made by the Board in the month of June.

3.—Teachers shall be immediately notified by the Superintendent of their election. Every teacher, within one week after receiving such notice, shall signify to the Superintendent, in writing, an acceptance of the offered situation. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, will be considered as declining it.

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—The Principals in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary to insure a strict observance and enforcement of the rules and regulations of the schools.

3.—All Teachers are required to be at their respective school rooms at the beginning of their school hours, (viz.) at 20 minutes before 9 o'clock A. M., and 15 minutes before 2 o'clock P. M.; and in case of failure, they shall report themselves without delay, and in writing, to the Principal, as tardy, stating the cause and number of minutes they are late. To secure uniformity and avoid doubt in relation to time, the Principal shall provide for the ringing of a

teacher's bell, just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4.—Whenever a teacher shall be absent from school, and whenever, for any cause, the exercises of a school shall be omitted, immediate notice of the same shall be sent to the Superintendent by the Principal. No substitute for an absent teacher shall be employed for more than one day without the express approbation of the Superintendent.

All allowance for the absence of Principals from school duty, must be referred to the Board.

Teachers shall not absent themselves from school for any other cause than sickness without permission previously obtained from the Superintendent.

5.—Every teacher desiring to leave the service of the District shall give three weeks' notice, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board shall forfeit whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause excepting sickness, in which case an allowance of twenty-five per cent. of the regular salary will be made for absences, not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

6.—The special teachers in Music and Drawing shall visit regularly and impartially the several rooms in which they are expected to instruct; and the permanent teachers in those departments shall invariably be present to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—Teachers shall take special care that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall permit no damage to the school property or buildings, and whenever it shall be done by accident or intention, they shall give prompt notice to the Secretary, who shall require the offender to make good the injury.

8.—The teacher in each room shall keep an accurate register of the names, ages and residences of pupils, and the names of their respective parents or guardians.

9.—Teachers shall prepare for inspection, during the first week of each term, time tables indicating the daily exercises of the room.

10.—Teachers in all rooms above the third grade shall send a weekly report to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—Teachers shall investigate all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of ten instances of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil may be transferred by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity.

Teachers shall record absence occasioned by sickness until such absence shall amount to ten successive half-days, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be

entitled to a seat. **Pupils detained from school for the religious observance of Holy-days, will be excused by bringing written notice from their parents to that effect.**

12.—No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half-days from the time of withdrawal, the whole number of half-days from the time of withdrawal and return shall be counted as absence.

13.—Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. **Corporal punishment shall be administered only in extreme cases, and not until the case has been reported to the Principal; and the teacher shall keep a record of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.**

14.—Teachers may detain pupils an hour at the close of the afternoon session, and no longer at no other time, for discipline, or to make up neglected lessons.

15.—Teachers shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

16.—Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

18.—The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—If the parent or guardian shall not provide the required text-books, the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21.—Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal, out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the close of each term, every teacher shall report to the Superintendent the names of such pupils as have been particularly distinguished for punctual attendance, good behavior or excellent scholarship.

XXI.

GRADATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded :
TRAINING SCHOOLS.—1. For the first **twenty weeks**, actual service, teachers shall be paid at the rate of \$200 a year. At the end of said **twenty weeks**, the connection of this class of teachers in the Training School shall cease by limitation of appointment.

The graduates of the High School shall have preference in appointment to the High School over all other applicants.

2. All teachers **reappointed**, who are approved as **capable of taking charge of first and second grade scholars**, shall be paid at the rate of \$250 a year.

3. All teachers after **thirty weeks'** service, who are approved as capable of taking charge of **third and fourth grades**, shall be paid at the rate of \$300 a year.

4. **GRADED SCHOOLS.**—All teachers receiving appointments from the Training Schools to any other schools in the district, shall be paid for the **first year**, \$357. For each subsequent year \$50 shall be added to the salary of the previous year (provided the services of the teacher are approved by the Board), until the salary shall reach the **maximum of the grade** in which the teacher is employed.

The **maximum salary** for the primary room No. 1, of the **first grade**,* shall be \$600; of the **remainder** of the 1st grade, and the **whole of the second grade**, \$500; of the **first half** of the 3d grade, \$550, and the **second half** of the same, \$600; of the **4th and 5th grades**, \$650; of the **6th grade**, \$700; of the **7th grade**, \$750.

The **salaries of Principals** of the Grammar Schools, \$2,500. **Salaries not included above**, as the High and Ungraded Schools, will be fixed as, in the judgment of the Board, circumstances may require.

5. The graduates of the High School shall have preference in appointments to the Training Schools over all other applicants.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools are **free** to those children only whose parents or guardians **reside in the District**. When there are seats not required by children belonging in the District, **pupils, not residents, may be received** as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term, or balance of the term, on which the pupil proposes to enter; at the rate of **forty dollars a year**, or one dollar a week, in the High School; and **twenty dollars a year**, or fifty cents a week, in all schools below the High School.

2.—No pupil shall be admitted **without a ticket** obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

* For Grades and corresponding rooms, see Appendix, p. 54.

XXIII.

DUTIES OF PUPILS.

1.—**Pupils shall be regular and punctual** in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—**No scholar shall be allowed to enter or remain a member of any public school out of his or her own district, except by special permission of the Committee on Schools, the Secretary, or Superintendent.** But parents may be allowed, in **case of removal** from one district to another, **to continue** their children, till the end of the school year, in the school which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—**Pupils shall make up neglected lessons, unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.**

5.—**Any pupil guilty of profanity, obscenity, truancy, or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking, or otherwise injuring the school buildings, or other school property, or guilty of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.**

6.—**No scholar shall be allowed to remain in any school-room during the noon recess, unless a teacher be present.**

7.—**No pupil shall be allowed to be absent from school, during the regular sessions, to take Music, Dancing, or other lessons.**

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following **course of discipline.**

1.—For the **first offense**, in addition to the ordinary school discipline, the name of the offender shall be given to **the Secretary**, whose duty it shall be to **see the parents** or guardians of the offender, make himself acquainted with the circumstances of the case, and **notify them** of the consequences of such conduct, if persisted in. For a **repeated offense** the **pupil shall be transferred** by the Superintendent to the truant school.

2.—**Whenever a pupil is transferred to the truant school, notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and in case of non-attendance of such pupil, shall immediately notify the Secretary.**

3.—It shall be the **duty of the Secretary**, on receipt of such notice, to **inquire** into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—**No pupil thus transferred to the truant school shall be permitted to enter another school, except by recommendation of the teacher of the truant school and with the approval of the Superintendent.**

XXV.

ELECTION OF JANITORS.

Janitors shall be elected annually, at the last meeting of the Board, in the month of June, unless the election be deferred to a future meeting.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the duty of janitors to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 5 o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates twenty minutes before nine o'clock, A. M., and fifteen minutes before two o'clock, P. M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order.

8.—To sprinkle the yards and street in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the front yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The school year shall begin during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually appoint.

2.—The regular holidays shall be Thursday and Friday of Thanksgiving week, and the following Monday; Fast Day, Feb. 22, March 17, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—The regular school hours shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with appropriate devotional exercises.

5.—In case of a **violent storm**, the session may be prolonged to 1 o'clock ; and notice thereof shall be sent to the Superintendent.

6.—The public are invited to visit the schools ; but **teachers shall not deviate from their usual exercises**, except by request of some member or officer of the Board.

7.—**No one** shall be allowed to offer on the school premises **anything for sale**, examination, or exhibition ; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature, except by consent of the Committee on Schools.

XXVIII.

SYSTEM OF INSTRUCTION.

The Public Schools of the District include the Hillhouse High School and the Common Schools. The Common Schools consist of graded Grammar and other Schools, Training Schools, Evening Schools, a German-English School and Ungraded Schools.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year pupils in the highest grade of the Grammar Schools, who pass the prescribed examination, are promoted to the Hillhouse High School.

2.—**Examination** for the promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each School, under the direction of the Superintendent; the applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—**Instruction** may be given in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4.—**The particular order and manner** in which instruction shall be given in the branches taught in the High School shall be arranged by the Superintendent and Principal of the School, subject to the approval of the Committee on Schools.

5.—**Admission** to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular classes.

Grammar Schools.—Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other schools in each Sub-District, with such exceptions as may be directed by the Board.

Training Schools.—The Schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.

German-English School.—Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.

Ungraded Schools.—Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the ungraded schools.

Evening Schools.—The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.

Course of Study.—The accompanying course of study is made obligatory by the Board upon all the graded schools.

ANNUAL REPORT
OF THE
BOARD OF EDUCATION

OF THE
New Haven City School District,

For the Year ending Aug. 31, 1876.



NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS, 221 STATE ST.
1876.



With Compliments of

L REPORT

A. Fairbank

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Aug. 31, 1876.

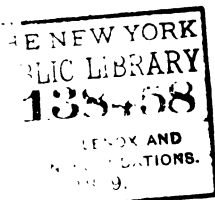


NEW HAVEN:

TUTTLE, MOREHOUSE & TAYLOR, PRINTERS, 221 STATE ST.

1876.

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NEW HAVEN CITY SCHOOL DISTRICT.

SCHOOL CALENDAR FOR 1876-77.

1876.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY	1877.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
<i>Sept.</i>	1	3	4	5	6	7	8	9	<i>Mar.</i>	24					1.	2	3
	2	10	11	12	13	14	15	16		25	4	5	6	7	8.	9	10
	3	17	18	19	20	21	22.	23		26	11	12	13	14	15.	16	17
	4	24	25	26	27	28	29.	30		27	18	19	20	21	22.	23	24
										28	25	26	27	28	29.	30	31
<i>Oct.</i>	5	1	2	3	4	5	6.	7	<i>April.</i>	29	1	2	3	4	5	6.	7
	6	8	9	10	11	12	13.	14		30	8	9	10	11	12	13.	14
		15	16	17	18	19	20	21		31	15	16	17	18	19	20.	21
	7	22	23.	24	25	26	27	28		32	22	23	24	25	26	27.	28
	8	29	30.	31							29	30					
<i>Nov.</i>	9	5	6.	7	8	9	10	11	<i>May.</i>	33	6	7	8	9	10	11.	12
	10	12	13.	14	15	16	17	18		34	13	14	15	16	17	18.	19
	11	19	20.	21	22	23	24	25		35	20	21	22	23	24	25.	26
	12	26	27.	28	29	30				36	27	28	29	30	31		
<i>Dec.</i>	13	3	4	5	6.	7	8	9	<i>June.</i>	37	3	4	5	6	7	8.	9
	14	10	11	12	13.	14	15	16		38	10	11	12	13	14	15.	16
	15	17	18	19	20.	21	22	23		39	17	18	19	20	21	22.	23
		24	25	26	27	28	29	30		40	24	25	26	27	28	29.	30
1877.		31							<i>July.</i>		1	2	3	4	5	6	7
<i>Jan.</i>	16		1	2	3	4.	5	6			8	9	10	11	12	13	14
	17	7	8	9	10	11.	12	13			15	16	17	18	19	20	21
	18	14	15	16	17	18.	19	20			22	23	24	25	26	27	28
	19	21	22	23	24	25.	26	27			29	30	31				
<i>Feb.</i>	20	28	29	30	31				<i>Aug.</i>					1	2	3	4
	21					1.	2	3			5	6	7	8	9	10	11
	22	4	5	6	7	8.	9	10			12	13	14	15	16	17	18
	23	11	12	13	14	15.	16	17			19	20	21	22	23	24	25
		18	19	20	21	22.	23	24			26	27	28	29	30	31	

Fall Term begins Monday, Sept. 4; ends Dec. 22.=15 weeks 2 days.
 Winter Term begins Tuesday, Jan. 2; ends April 27.=16 weeks 3 days.
 Summer Term begins Monday, May 7; ends June 29.=8 weeks.

Number of school weeks in the year,=40.
 Number of school days in the year,=200.

NOTE.—School Days and Weeks are printed in prominent figures.
 Annual State Fast (Good Friday), March 30.
 State Teachers' Association, October 20.

SCHOOL OFFICERS, 1875-6.

BOARD OF EDUCATION:

HARMANUS M. WELCH, PRESIDENT.

JOHN E. EARLE,	-	-	-	-	-	-	1876.
WILLIAM C. ROBINSON,	-	-	-	-	-	-	1876.
NATHAN T. BUSHNELL,	-	-	-	-	-	-	1876.
HARMANUS M. WELCH,	-	-	-	-	-	-	1877.
MAIER ZUNDER,	-	-	-	-	-	-	1877.
SAMUEL E. MERWIN, JR.,	-	-	-	-	-	-	1877.
SAMUEL HEMINGWAY,	-	-	-	-	-	-	1878.
GEORGE H. WATROUS,	-	-	-	-	-	-	1878.
M. FRANK TYLER,	-	-	-	-	-	-	1878.

COMMITTEE ON FINANCE.

SAMUEL E. MERWIN, JR., HARMANUS M. WELCH,
GEORGE H. WATROUS.

COMMITTEE ON SCHOOLS.

JOHN E. EARLE, MAIER ZUNDER,
WILLIAM C. ROBINSON.

COMMITTEE ON SCHOOL BUILDINGS.

NATHAN T. BUSHNELL, SAMUEL HEMINGWAY,
M. FRANK TYLER.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

TREASURER,
HARMANUS M. WELCH.

COLLECTOR,
WILLIAM HILLHOUSE.

AUDITORS.

RICHARD F. LYON,

FRANCIS E. HARRISON.

REPORT

OF THE

BOARD OF EDUCATION.

The Board of Education respectfully refers the District to the accompanying account of the Treasurer for a statement of the amount and sources of the school income for the past year; to the account of the Secretary for the details of its expenditures, and to the report of the Superintendent for information respecting the condition of the schools and their progress in instruction.

The financial condition of the District is satisfactory. It is not in debt. The receipts of the year have been sufficient to pay the expenses of the year. The reduced tax of $1\frac{3}{4}$ mills on the dollar, laid at the last annual meeting, for the maintenance of the schools for the year now commencing, has no part of it been expended. This tax and the other resources of the District will, doubtless, be sufficient to meet all current expenses to September, 1877. In estimating the probable expenses of the schools for the succeeding year, for which provision is to be made at the

next annual meeting, the finance committee anticipate a reduction of 10 per cent. in the amount of the Grand List. They further recommend that the tax be reduced to $1\frac{1}{2}$ mills on the dollar. They estimate that this tax will maintain the schools efficiently for the year terminating Sept. 1, 1878. No part of the duty of the Board is more perplexing than to make close estimates in providing adequate school accommodations for a fluctuating population. Should business revive and the city increase in numbers, more school houses will be needed; this may involve a slightly increased rate of taxation. But for the year to come the Board anticipate no demand for seatings beyond what can be provided without special taxation for the purpose.

The Board takes pleasure in saying, that in its judgment, our schools in their general management, instruction and discipline, would not suffer from comparison with the schools of other large cities. The school buildings have been thoroughly repaired during the recent vacation and are creditable to the District. During the year the Carlisle Street school house has been erected, for the accommodation of two hundred pupils, at an expense of nearly six thousand dollars. It was built on contract by Mr. Nicholas Countryman, and is in every way satisfactory. Whenever further seatings are needed, the question must be decided whether it is preferable to

add another story to some of our Grammar school houses or to erect additional primary school buildings.

It will be the duty of the freemen of the District to elect at the approaching annual meeting, three members of the Board, to serve in place of Messrs. Earle, Robinson and Bushnell, whose term of service now expires.

By order of the Board,

H. M. WELCH,

President.

NEW HAVEN, Sept. 1, 1876.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including the accounts of the Treasurer and the Secretary:

TREASURER'S ACCOUNT.

RECEIPTS.

Balance from old account,.....	\$20,302.60
William Hillhouse, Collector of Taxes,	99,343.12
Walter Osborn, Collector of Taxes,	3,862.92
State of Connecticut, for Library,.....	575.00
New Haven Town Tax,.....	56,395.77
Town Deposit Fund,.....	1,658.26
State of Connecticut, School Fund,.....	12,629.00
State of Connecticut, Civil List,.....	18,943.50
Horace Day, for Tuition, &c.,	1,338.17
Total receipts,	<u>\$215,048.34</u>

EXPENDITURES.

Amount of orders paid,	\$168,441.01
Balance to new account,	46,607.33
	<u>\$215,048.34</u>

H. M. WELCH, *Treasurer.*

NEW HAVEN, Aug. 31, 1876.

New Haven, Sept. 6, 1876.

The undersigned having examined the accounts and vouchers of H. M. Welch, Treasurer of the New Haven City School District, for the year ending September 1, 1876, finds the same correct, and that a balance of Forty-six thousand six hundred and seven dollars and thirty-three cents (\$46,607.33) was due said District at said date.

RICHARD F. LYON, *Auditor.*

SECRETARY'S ACCOUNT.

The expenditures for the year ending September 1, 1876, have been as follows, viz :

Salaries of Teachers,.....	\$130,671.93	
" Janitors,.....	7,605.07	
" Officers,	5,750.00	
	<hr/>	\$144,027.00
Fuel,		5,588.33
Rent—Hamilton School,	\$1,500.00	
German-English School,.....	275.00	
Putnam St. School,.....	192.32	
	<hr/>	\$1,967.32
Printing—Annual Report, and Rules of the Board, ..	\$612.93	
High School Reports and other printing,	90.50	
Papers for High School Examinations,	70.00	
Papers for High School Graduation,.....	17.50	
Registers,	60.25	
Report blanks to Superintendent,.....	43.00	
Advertising,.....	48.00	
Papers for Musical Examination,.....	4.50	
Schedule of Examinations,.....	6.00	
Merit Cards,	12.50	
Absence Cards,.....	18.75	
School Notices,.....	3.75	
Circulars,	11.50	
Supply Orders,	7.25	
School Diaries,	73.00	
Time Tables and Bill Heads,	6.25	
Inventory Blanks,	7.25	
	<hr/>	\$1,092.93
Books, Philosophical and Chemical Apparatus, etc.,		
High School,.....	\$779.68	
Reference Books,.....	26.55	
School Books,.....	404.93	
Writing Charts and Maps,.....	100.42	
	<hr/>	\$1,311.58

REPORT OF FINANCE COMMITTEE.

11

Stationery—Writing paper,.....	\$524.47	
Drawing paper,.....	212.50	
Lead pencils for drawing and writing,.....	265.97	
Slate “ “ “ “ “	67.83	
Sharpening pencils “ “ “	177.01	
Pens,	299.62	
Pen holders and pen racks,.....	13.50	
Ink,	44.12	
Ink stands, ink wells and covers,	6.10	
Chalk crayons,	94.50	
Slates,	6.98	
Envelopes,	14.78	
Pointers,.....	1.25	
Blank Book, Grand List,.....	13.00	
Letter Files and Binders,.....	7.65	
Blank Books,	34.50	
Music Paper,.....	10.00	
Centennial Blank Books,.....	42.12	
	<hr/>	\$1,835.90

Supplies for Janitors—Brooms,.....	\$16.58	
Floor Brushes,.....	65.85	
Feather and Counter Dusters,	115.06	
Mats and Matting,.....	23.00	
Shovels, Hods and Dust Pans,.....	6.49	
Baskets, Pails and Cups,	17.39	
Wheelbarrows,	4.50	
Bells.	5.60	
Hose, Hose Reels, and Watering,	80.50	
Thermometers,	2.75	
Black Board Rubbers,.....	38.42	
	<hr/>	\$376.14

Miscellaneous—Annual School Meeting.	\$151.10	
Enumerating Children,.....	388.74	
Assessors' Bill for making Grand List,.....	500.00	
Cleaning School-houses,.....	486.43	
Furniture and Repairs,.....	55.45	
Musical Instruments and Repairs,.....	58.25	

Miscellaneous—Clocks and Repairs,	\$61.96	
Gas for Evening School, Office, High School, ..	197.93	
Travel and Carriage Hire,	283.81	
Freight, Express, Carting and Errands,	29.10	
Postage,	10.60	
Insurance,	161.34	
Auditor,	5.00	
Blackboards,	173.45	
High School Diplomas,	52.50	
High School Graduation Exercises,	53.15	
		<hr/>
		\$2,668.81

Repairs and improvements—Repairs on all Furnaces and Stoves,	\$883.10	
High School,	202.84	
Webster "	256.68	
Eaton "	149.34	
Wooster "	218.12	
Dwight "	95.14	
Skinner "	386.88	
Wash'ton "	158.33	
Cedar St. "	109.90	
Dixwell "	123.99	
Grand St. "	155.49	
Fair Street School,	71.88	
Woolsey "	144.08	
Division St. "	110.44	
Carlisle St. "	9.95	
Oak St. "	53.24	
Whiting St. "	4.25	
City Point "	20.59	
Edwards St. "	9.49	
West St. "	13.61	
		<hr/>
		\$3,177.34

Ordinary expenses, \$162,045.35

EXTRAORDINARY EXPENSES.

Building Carlisle St. School House, contractor,.....	\$5,165.12	
Furnaces,	475.00	
Lightning Rods,	68.75	
Blackboards,	62.60	
Architect,	51.65	
Furniture (repaired),	62.25	
Concrete Walks,	16.80	
All other extras,	47.42	
		<hr/>
		\$5,949.59
West St. School House, concreting walks,	\$102.03	
High School, soap-stone furnace,	500.00	
Oak St. School, concreting walks,	38.80	
Skinner " paving on Leonard and Summer Sts.,	182.88	
Dixwell " sewer connections,	38.67	
Fair St. " paving,	27.44	
		<hr/>
		\$889.82
		<hr/>
Extraordinary expenses,	\$6,839.41	
Total expenses,	\$168,884.76	
Two orders outstanding,	\$443.75.	
Ordinary expenses for the year ending Sept. 1, 1876,	\$162,045.35	
" " " " " " 1875,	165,333.31	
		<hr/>
Decrease,	\$3,287.96	
		<hr/>
Extraordinary expenses for the year ending Sept. 1, 1876,	\$6,839.41	
" " " " " " 1875,	2,332.37	
		<hr/>
Increase,	\$4,507.04	

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New Haven, Sept. 5, 1876.

The undersigned have examined the bills, accounts and vouchers of HORACE DAY, Secretary of the Board of Education of New Haven City School District, for the past year, and find the same correct.

RICHARD F. LYON, }
FRANCIS E. HARRISON, } *Auditors.*

The ordinary expenses of the School District, for the year commencing September 1, 1876, are estimated by the Committee as follows, viz :

Salaries of Teachers,	\$135,000.00
" Officers,.....	5,750.00
" Janitors,	8,000.00
Books, Stationery and Printing,.....	4,000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,.....	500.00
Rent of School-houses,.....	2,000.00
School Census and making Grand List,.....	1,000.00
Cleaning School-houses,.....	500.00
Fuel,.....	6,000.00
Repairs,	3,500.00
Furniture,	1,000.00
Insurance,.....	100.00
Contingencies,.....	1,000.00
	<hr/>
	\$168,350.00

The following real estate owned by the District is estimated as nearly as possible at its original cost.

Webster School Lot and Building,.....	\$ 23,000.00
Eaton School Lot and Building,.....	32,000.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,.....	8,500.00
Cedar Street School Lot and Building,.....	7,000.00
Whiting Street School Lot and Building,.....	2,000.00
City Point School Lot and Building,.....	800.00
Wooster School Lot and Building,.....	25,000.00

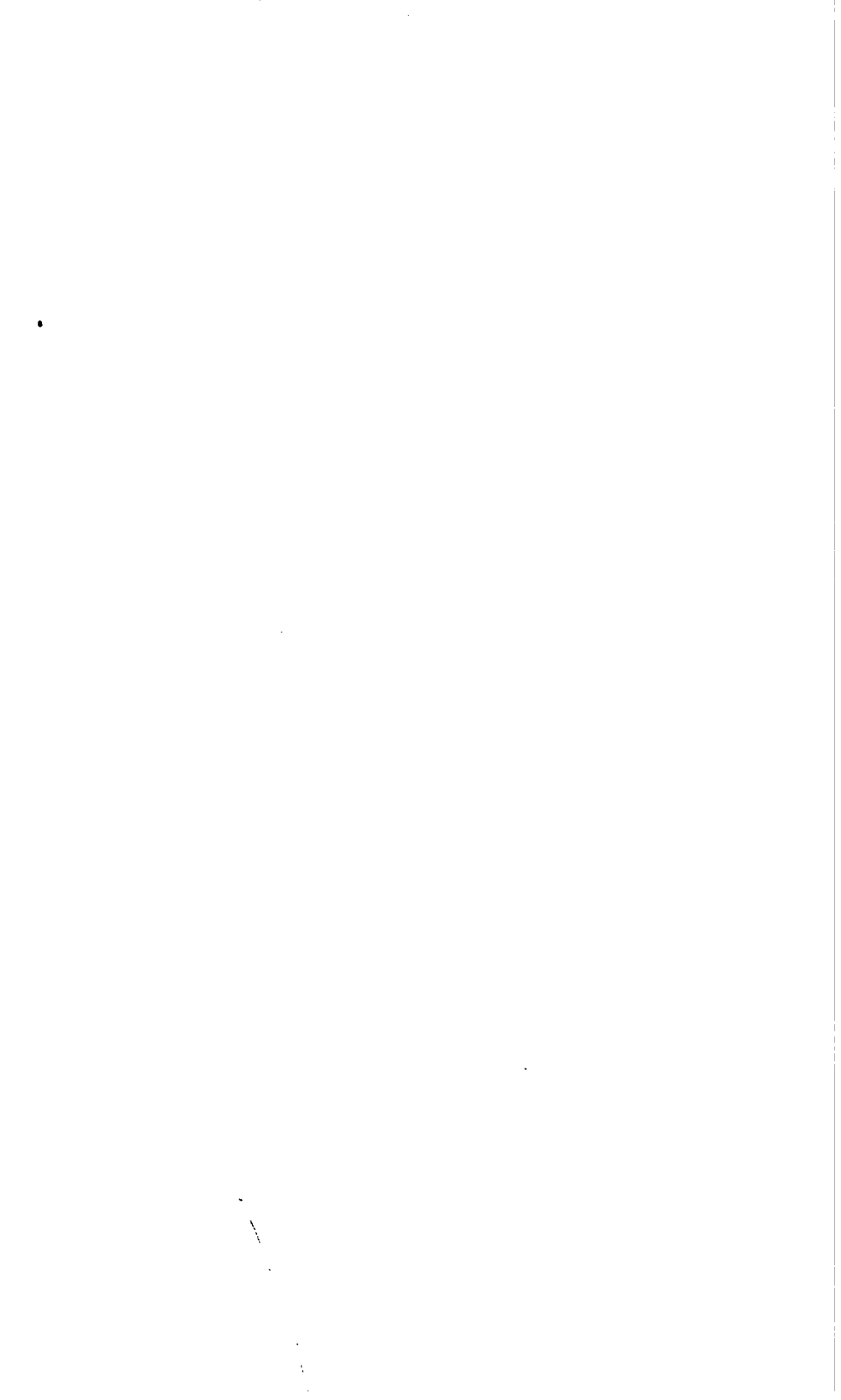
Fair Street School Lot and Building,	\$12,400.00
Skinner School Lot and Building,	44,000.00
Washington School Lot, Building and Furniture,.....	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,.....	7,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	22,300.00
Woolsey School Lot, Building and Furniture,	45,000.00
West Street School Lot, Building and Furniture,	18,200.00
	<hr/>
	\$501,400.00

The District remains out of debt. No part of its income for the year commencing Sept. 1, 1876, has been expended. The committee recommend that the tax to be laid at the next annual meeting be reduced to $1\frac{1}{2}$ mills on the dollar.

S. E. MERWIN, JR.,

Chairman.

NEW HAVEN, Sept. 1, 1876.



REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN
CITY SCHOOL DISTRICT.

GENTLEMEN,—As a part of my official duty, I present for your consideration this, my Eleventh Annual Report of the Schools, under your care, during the year just completed.

The uninterrupted progress of the schools, through a series of years, is in itself gratifying evidence of the healthful condition and prosperity of our public school system.

The steady increase of pupils and the regularity of daily attendance, exhibit satisfactory proof of the confidence of parents in the character of the work accomplished. Their frequent expressions of approval afford great encouragement to those who have the burden of care and labor to sustain.

A cordial co-operation of teachers and the faithful performance of their duties have been largely influential in securing whatever of success has been attained.

The favorable condition of our school system is, in a great degree, due to the law of the State which requires annually the election of only one-third of the Board of Education, so that valuable experience and an intimate acquaintance with the duties pertaining to the schools are retained. Exemption from hasty legislation, or unwise decisions, has secured public confidence, in the administration of school interests, to a very gratifying extent.

The following statistical summary, with tabulated statements in the appendix, will furnish information relating to the condition of the schools.

SUMMARY OF STATISTICS FOR 1875-76.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was.....	49,621
The ratio of the number of children between 4 and 16 years to the whole population of Fair Haven, was in 1870 as 1:4.032½ and the rest of the city.....as 1:4.592½	
Supposing the ratios to be the same now, the present population of the city may be accurately estimated thus:	
No. of children, $1,501 \times 4.032\frac{1}{2}$ =for Fair Haven,.....	6,053
No. of " $11,124 \times 4.592\frac{1}{2}$ =for rest of city,.....	51,083
Whole population of the city, January, 1876,	57,136
Total increase of the whole city since 1870,.....	7,515
Assessed valuation of the real and personal property of the town, including the city, 1875, assessed at about two-thirds its true value,.....	\$53,329,464
Assessed valuation of the (City) School District,.....	51,999,458
The rate of taxation for all school purposes, was .00175, or 1½ mills on a dollar,.....	.00175
For all city and town purposes, 14 mills,.....	.01400
Total rate of city taxation, 15½ mills on a dollar,.....	.01575
The number of persons between the ages of 4 and 16 years, enumerated in January, 1876, was.....	12,586
Decrease since 1875,.....	314
Number of school houses occupied and owned by the District,.....	19
Number of school houses occupied and rented by the District,.....	5
Number of school houses occupied—owned and rented by the District,	24
Number of school rooms occupied,.....	158
Decrease,	5
Number of sittings,.....	8,247
Decrease,	39
TEACHERS.	
Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,.....	14
Decrease,	1
Number of female teachers,.....	185
Decrease,	0
Number of teachers employed in the day schools, including drawing and music teachers,.....	199
Decrease,	4

Number of male teachers employed in the evening schools for young men,.....	10
Number of teachers for young women, female,.....	2
Number of teachers employed in all evening schools,	12
Total number of teachers employed in day and evening schools,	211

NUMBER OF PUPILS.

Whole number registered during the year—	
Boys,.....	5,629
Girls,.....	5,109
Average number registered (belonging) during the year,	7,428
Increase,.....	128
Average number in daily attendance,	7,041
Boys,.....	3,709
Girls,.....	3,332
Increase,.....	112
Per cent. attendance of all the day schools,.....	.948
Decrease,.....	.001
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years), .....	.588
Increase, .....	.001
Ratio of the daily attendance to the number enumerated,.....	.557
Increase, .....	.000
Whole number of absences during the year,.....	154,124
Increase,	4,422
Average number of absences to a scholar, based on the number belonging,.....	20.75
Increase,	1.05
Average number of scholars absent each half day, in all the schools,	385
Increase,	11
Whole number of tardinesses during the year,.....	7,069
Decrease,	1,492
Average number of tardinesses to a scholar, based on the number in daily attendance,.....	1.004
Decrease, .....	.186
Number of cases of truancy,.....	1,810
Increase,	741
Number of scholars transferred to ungraded schools (in place of suspension formerly),.....	131
Decrease,	23
Number of half days perfect attendance, Boys,.....	23,741
Girls,.....	21,741
Increase,	162
Decrease,	454
Number of half days all present,	11,192
Increase,	95
Average age of all the pupils,	9 yrs. 9 mos.
Decrease,	20 days.

Whole number of tardiness of teachers, 1875-76,-----	515
" " " 1874-75,-----	777
" " " 1873-74,-----	1,084
Number of teachers <i>not tardy</i> , 1875-76,-----	50
" " " 1874-75,-----	36

NOTES ON THE SUMMARY OF STATISTICS.

The last enumeration of persons over four and under sixteen years reveals a decrease, in the whole district, of three hundred and fifty children of legal school age, since January, 1875. The loss may be due in part to the new plan adopted for taking the census, in which one enumerator was employed for each sub-district. Thus the work was done by seven men, instead of three, as formerly; and as five of the number were inexperienced, it is quite possible that some children were overlooked in the enumeration. Yet for obvious reasons, the new method is preferable to the old, and equal accuracy should be secured. Notwithstanding this diminution, the average number of pupils in daily attendance in all the schools, has been greater by one hundred and twelve, than during the previous year.

THE CENSUS AND ATTENDANCE.

The table following shows the whole number enumerated in each sub-district, and the number of children at different ages between four and sixteen years.

DISTRICTS.	Total 1876.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Webster,	2,247	202	229	223	196	200	211	178	163	164	153	163	165
Eaton,	1,389	136	120	115	117	114	106	114	93	103	109	126	136
Wooster,	1,595	117	161	143	147	129	132	141	97	110	122	144	152
Dwight,	1,853	112	180	195	159	164	166	184	135	143	123	139	153
Skinner,	1,537	122	149	145	126	149	146	120	99	120	109	107	136
Washington,	2,464	244	229	200	214	227	219	192	162	186	162	202	207
Woolsey,	1,501	129	164	147	123	134	119	132	101	109	104	120	119
Census totals, 1876	12,586	1,062	1,232	1,168	1,102	1,117	1,099	1,070	850	935	882	1,001	1,068

For the purpose of ascertaining the actual number of children in the public schools, at the time the foregoing census was taken, a record was made of the number on

the register, members of the schools, during the third week of January, 1876. The following table presents a classification of the pupils belonging to the different schools at that time.

SCHOOLS.	4 ys.	5 ys.	6 ys.	7 ys.	8 ys.	9 ys.	10 ys.	11 ys.	12 ys.	13 ys.	14 ys.	15 ys.	Over 15 ys.	Total	Total of ch. Dist.
HIGH SCHOOL,									2	12	32	67	194	307	307
WEBSTER DISTRICT,	1	22	55	58	61	79	61	79	74	74	36	37	80	657	-----
Oak,		8	19	22	41	21	16	10	4	3	-----	2	-----	146	-----
Whiting,				1	2	5	7	5	10	9	5	4	1	49	852
EATON DISTRICT,	2	28	55	59	84	79	79	64	64	66	62	30	9	681	681
WOOSTER DISTRICT,	40	44	55	54	59	65	64	61	59	51	22	9	583	-----	-----
Fair Street, Train,	10	16	20	18	23	26	9	14	2	-----	-----	-----	138	-----	-----
Fair St., Ungraded,	6	8	6	6	9	8	5	14	5	3	-----	2	-----	66	-----
German-English,	12	25	22	19	16	1	2	-----	-----	1	-----	-----	-----	68	-----
Hamilton Street,	57	83	78	100	70	68	65	36	39	22	6	-----	624	1509	-----
DWIGHT DISTRICT,	5	29	41	46	44	47	68	65	75	93	73	51	17	654	-----
Dixwell Avenue,	1	12	26	43	40	59	36	36	23	8	10	4	-----	289	-----
Orphan Asylum,	1	8	14	14	15	13	19	12	5	4	-----	-----	109	-----	-----
Division Street,	2	17	13	27	27	32	26	27	18	10	6	6	1	212	1264
SKINNER DISTRICT,	1	19	40	37	63	66	65	74	93	67	48	34	7	614	-----
Edwards Street,	-----	24	19	33	46	34	20	15	5	4	1	-----	201	815	-----
WASHINGTON DIST.,	-----	-----	2	24	52	77	90	87	92	82	66	34	9	615	-----
West Street,	3	34	49	49	43	22	11	2	-----	-----	-----	-----	-----	214	-----
Carlisle Street,	1	32	48	40	14	8	1	-----	-----	-----	-----	-----	-----	144	-----
City Point,	1	4	6	5	6	1	-----	-----	-----	-----	-----	-----	-----	22	-----
Cedar Street,	-----	29	58	54	63	55	44	44	27	20	7	-----	2	404	1399
WOOLSEY DISTRICT,	3	41	66	53	65	55	56	57	56	52	63	25	8	600	-----
Grand Street,	1	20	29	36	47	43	37	35	33	25	11	7	-----	324	924
Totals,	22	452	716	782	913	863	801	766	698	633	497	331	277	7751	7751
No. betw. 4 and 16 ys. not in Pub. Sc.,	1040	780	452	320	204	236	269	84	237	249	504	737	-----	-----	5112
Per ct. in Sch. of the No. enumer'd at different ages,)	.02	.37	.61	.71	.82	.78½	.75	.90	.74½	.70½	.48	.31	-----	-----	.60

Thus it appears that the largest number, during the third week in January, not in the public schools was 1040, of 1062 enumerated, at four years; these being regarded as too young to attend school. For the same reason probably the number out at five years, 780 of the 1232 enumerated, were kept at home. These make an aggregate of 1820 children, or about 36 per cent. of the whole number (5,112) not in attendance. Moreover, if we add those out of school at fourteen and fifteen years, 504 and 737, = 1241 out of 1883 enumerated, at those ages, equal to 24 per cent., we find that the whole number out of school amounts to 3,061, or about 60 per cent. of the total number enumerated, of the ages four, five, fourteen and fifteen years.

Again, the whole number not in school, between the ages of five and fourteen,—2,051, is less than 25 per cent. of the whole number enumerated, 8,223; showing that full

75 per cent. of children between those ages were in attendance during the third week in January last. But it should be remembered that, at this time, many children had been withdrawn from school on account of prevailing diseases, scarlet fever, measles, etc. Many schools suffered serious loss of members, not only from actual sickness, but from fear of contagion; so that some rooms had remaining not more than one-third their usual number. Nor does this include children in private schools.

The foregoing statements are made from a comparison with the record of the census returns, of the number registered during a single week of the year. Another view of the subject may be of interest, by way of comparison.

It is made the duty of the census takers not only to ascertain and make a record of the residence, the name of the parent, name and age of each child, but to learn by careful inquiry whether the child attends the public school, a private school, or no school; and if no school whether employed or not. Following are some of the figures taken from the records of the enumerators.

	Attendance Pub. Schools.	Attendance Priv. Schools.	Out of School.	Whole No. Enumerated.
Webster District,	1,106	680	461	2,247
Eaton "	825	160	404	1,389
Wooster "	1,118	40	437	1,595
Dwight "	1,192	197	464	1,853
Skinner "	994	166	377	1,537
Washington "	1,476	253	735	2,464
Woolsey "	1,049	39	413	1,501
	<u>7,760</u>	<u>1,535</u>	<u>3,291</u>	<u>12,586</u>

If we deduct from the number not in public schools in January as found from school records,	5,112
The number reported as attending private schools obtained by the enumerators,	<u>1,535</u>
A balance is left as found by school reports, not in school,	3,577
The number found by the census takers, not in school,	<u>3,291</u>
Difference between the two methods,	286

Number reported by enumerators, attending school,	7,760
Number obtained from school records, attending school,	7,751
Difference,.....	9

I have given the foregoing statement in detail, because we have the data more complete this year than usual, by which the question can be answered with a good degree of accuracy concerning the number of children that fail to attend school.

DISTRIBUTION OF SCHOLARS AND SCHOOL ACCOMMODATIONS.

Only one school house has been erected during the past year. The old one-story building on Carlisle street was removed last September, and was replaced by a very convenient edifice of wood, two stories high, containing four school rooms, with sittings for two hundred primary pupils. The plan of the house is like the West street building, and is the third erected with a dress room adjoining each school room, in place of basement rooms for outer garments. Great care was taken to secure thorough heating and ventilation.

The pupils in the old house and those occupying two rooms in the basement of the Washington School were transferred to the new building in March last; and, at the opening of the term in May, the fourth room was filled with new scholars.

One additional room was opened in the Grand street School, Woolsey District, at the beginning of the year. Seven rooms out of eight are now occupied in that building.

The figures following show the seating capacity of each school and the total of each sub-district; also, the largest number of pupils in attendance during any part of the year, which deducted will show the surplus seats in the several schools and sub-districts; also total in the whole district.

The foregoing statement is presented to answer the inquiries frequently made, "How *many* vacant seats are there in the School District, and *where* are they?" "Where is the surplus of scholars?"

The largest number of scholars in attendance during any part of the year is taken, because all the schools will be likely to have even a greater number, should there be only the moderate increase of attendance which the records of the past year show. The distribution of scholars through the district is equalized and well adapted to the accommodations, with one or two exceptions.

The District made appropriations, last year, for sub-districts in which the necessity for more school room seemed quite probable. The erection of the Carlisle street house has relieved the Washington district, temporarily, in which the pressure was greatest; yet, at the opening of next term doubtless every seat will be occupied, and early provision will be required, either for adding another story to the Washington building, or erecting another primary house, to meet the increasing demands of that section of the district.

As will be seen in the table, the Dwight, Webster and Skinner districts have little or no room left for future increase. When an equalization of numbers can be made between the Eaton and Wooster districts, the vacant seats in the latter will be filled and four rooms in the former, in which there is a large excess of pupils, will be relieved.

Attendance.—The per cent. of attendance during the year, as shown in the tables, does not differ materially from that of the year preceding. Although the winter was exceptionally mild and free from deep snows, the amount of sickness among the children was somewhat greater than during the previous season; but the ailments differed in kind. The winter of 1874-5 was remarkable for steady and excessive cold weather and violent storms. Then there was almost an entire exemption from diseases common to children. Scarcely a case of measles occurred; but diseases of the throat and lungs were abundant. Dur-

ing the last winter, measles, whooping cough, and scarlet fever, were unusually prevalent. Not only did sickness detain children from school, but the apprehension of contagion, on the part of parents, at one time, left several rooms nearly vacant.

Aside from detentions on account of sickness, the regularity of attendance secured may be regarded as in a good degree satisfactory. This is chiefly due to the faithfulness of teachers in keeping a firm restraint on all unnecessary absence and tardiness. Children become accustomed to regularity as a duty, which by steady practice becomes not only easy but agreeable; hence large numbers of pupils take pleasure in the effort to continue their attendance unbroken by an absence. The value of such a habit, formed in childhood, of pursuing an object steadily till it is attained, especially in which the cultivation of self-denial, resolution and perseverance is requisite, can hardly be overestimated. It is an essential part of the child's education, to acquire that steadiness of purpose and determination on which successful effort must always depend. Apart, then, from the immediate utility of regular attendance, as affecting the daily exercises of the school, the habit of punctuality becomes highly important as an element of character, which can not fail to have a governing influence in all the future of the child.

It is an encouraging feature of the schools, that parents appear more and more to appreciate the reasonableness of the rule requiring prompt attendance. Their efficient aid united with the effort of the teacher is all that is needed to secure entire success.

The total number of half days lost by absences during the year was an aggregate of *one hundred and fifty-four thousand one hundred and twenty-four*, (154,124); which is equal to three hundred and eighty-five years of school time, and is a loss of about five per cent. of the time of all the schools.

Large as this number of absences seems, comparatively small numbers of pupils occasioned them; of whom some were detained by serious sickness, others by slight illness and "indisposition" (to attend school?), readily regarded as

sufficient excuse by indulgent parents. But a large proportion were caused by scholars who found greater enjoyment outside the school room than within; who could devise plausible reasons for absence, and easily persuade their parents that they were valid; or by deception and false representation could gain release from the restraints of school. Others, without pausing for excuse or reason, deliberately contemning parental and school authority became truants.

But the pupils are not alone faulty in this matter. Some parents place a low value on the education of their children and naturally neglect their improvement; others, actuated by a mercenary spirit, keep them at service for the most insignificant compensation, thereby scarifying, for a trifling present gain, their future welfare and ability to provide for themselves and those dependent on them. Still others, improvident, dissipated, vicious, knowing no good but the indulgence of low desires and depraved habits, bring up their offspring to be like themselves, a public burden, or pest to the community.

The great problem of the age is, to determine how to provide suitable instruction and enforce proper training of the unfortunate, the degraded and vicious, so as to elevate, purify and educate to become good citizens, those who must otherwise ever furnish the unproductive and criminal classes of the community. If those who are appointed to provide for the education of the masses do not suggest the way, that those in authority may furnish the means and see that the thing is accomplished, it is not easy to comprehend how it will be done.

Tardiness is held pretty well in check. With a larger daily attendance than in the previous year, the number of cases of tardiness was 7,069, against 8,424, or a decrease of *one thousand three hundred and fifty-five*.

Truancy seems to be steadily on the increase, and will be until some efficient measures can be devised to restrain it. The following figures show a comparative view of *tardiness* and *truancy* in the schools, during the past four years.

		Year,-----1875-6	1874-5	1873-4	1872-3
TOTAL TARDINESSES in all the Schools,---		7,069	8,424	10,273	9,457
No.	“ in Whiting st. (Truant),	298	638	1,580	1,187
No.	“ in Grand st. (Ungrad.),	102	299	237	232
No.	“ in Fair street “	360	413	654	453
No.	“ in all Ungrad. Schools,	760	1,350	2,471	1,872
No.	“ in all other Schools,---	6,309	7,074	7,802	7,585
No. TRUANCIES in all the Schools,-----		1,810	1,046	973	604
No.	“ in Whiting st. (Truant),--	656	338	182	88
No.	“ in Grand st. (Ungraded), -	230	57	42	35
No.	“ in Fair street (Ungraded),	59	11	21	31
No.	“ in all Ungraded Schools,-	945	406	245	154
No.	“ in all other Schools, -----	865	640	728	450

Thus it is shown that while *tardiness* has been *decreasing*, through a series of years, in all the schools, notably in the truant school,—*truancy* has steadily *increased*. In the Whiting street school the growth has been almost 100 per cent., nearly doubling itself, every year.

It will be seen, however, that a very considerable part of this truancy came from a comparatively small number of boys in the Truant Schools, who, without a truant law, would never have been at school, but would have been habitual vagrants on the streets.

Tardiness is in a measure under the control of the teacher, because the delinquent comes to the school where he can be dealt with; and this is made evident by the constant reduction of cases during the past four years. But the *truant* is, for the time, beyond the reach of teacher, parent and school authority. The temptation is great, the penalty is uncertain, or trifling in comparison with the enjoyment which the transgressor anticipates; hence neither his self-denial nor fear of punishment is sufficient to restrain him.

I am satisfied that the Principals and teachers have faithfully endeavored to hold truancy under restraint; and the efforts of the truant officers have been unremitted.

Never have the latter labored more earnestly and actively, than during the year past, in the performance of their duty; yet, with results that indicate clearly want of power to control the evil.

Perfect Attendance.—Special attention is invited to the records to be found in the pages of the appendix. The table, on page 86, is exceedingly valuable, as an index of punctuality, showing what teachers have been successful in securing "perfect attendance," not only during the past year, but through a *series of years*. This is not attained without effort on the part of both teacher and pupils; but the *inspiration* must come from the teacher. Rooms that have a record of over 100 perfect sessions a year, through several years in succession, cannot have been under the charge of teachers who were indifferent whether pupils were present or absent. *Twenty-seven* rooms secured perfect attendance 100 half-days or more, in 1874-5; *thirty-six* rooms in 1875-6. Of the latter, thirteen rooms had perfect attendance through periods varying from three to eight consecutive years.

The number of scholars reported from all the schools as neither absent nor tardy, during the year, was *four hundred and thirty-two*, or seventy-three larger than for the previous year, notwithstanding the large increase of half-day absences, as shown on another page, and the decrease of per cent. attendance. Fifty-five pupils have been two years or more without absence or tardiness. The following are the names of scholars who have attended, without absence or tardiness, more than two consecutive years.

Webster School.....	No. 12,	CARRIE REXROTH, 3 years.
" "	No. 9,	EDDIE GRUENER, 3 years.
Wooster "	No. 11,	EDDIE MAHER, 3 years.
Washington "	No. 12,	LOUIS FENOUILLET, 5 years.
" "	"	HENRY FRESSENIUS, 3 years.
" "	No. 11,	ERNEST LIVINGSTON, 4 years.
" "	No. 10,	JAMES MORAN, 4 years.
" "	"	SADIE KENNEY, 3 years.
Dwight "	No. 5,	FRANK NETTLETON, 5 years.
Skinner "	No. 12,	JAMES FLYNN, 5 years.
Woolsey "	No. 12,	GEORGE MOULTHROP, 5 years.
" "	No. 11,	MARY L. TERRY, 5 years.
Cedar St. "	No. 8,	MAGGIE BUCKLER, 3 years.
" "	"	JOHN RUTTIGER, 3 years.

Fifty teachers, against *thirty-six* of the previous year, are reported as *not tardy* during 1875-6. The tables in the appendix, last column, indicate the rooms in each school, of which the teacher was not tardy; also, the whole number of tardinesses of the teachers in the several rooms. The total number of tardinesses was 515 against 777, the year before,—a gain of 267.

In regard to the number of absences of teachers (3204), it should be stated that the 1396 in the Cedar street Training School and 555 in the Fair street Training School (1951), were nearly all occasioned by calls for teachers to fill vacancies in other schools; leaving 1253 absences in all the schools, caused chiefly by sickness. It is evident that the absences in these schools need to be recorded, only to show the number of days the teachers have "substituted."

SUPPLY OF TEACHERS.

It has been the policy of the Board, for several years, to prepare pupils from our own schools to fill vacancies occasioned by the withdrawal of teachers. In January, 1867, the Fair street School was opened, as a Training School, designed to prepare young ladies for teaching. The insufficiency of this school, of four rooms, was soon apparent; and in 1869, the old Washington, now Cedar street School, was opened for the same purpose. Experienced and competent teachers were placed in charge, to direct and instruct those who were admitted, as candidates, to prepare for teaching. The plan was eminently practical; for every theory named was at once put to a rigid test, in the real work of the school room. Little opportunity was given the young teachers for study, except to prepare to teach those branches occurring in the daily lessons of their pupils; for it was assumed that all candidates for teaching had previously prepared themselves for the vocation upon which they proposed to enter, by a thorough academic course of instruction. Their object in this new position was, to learn how to use it successfully in teaching others. Hence, they were made

responsible, at once, for judicious government and thorough teaching. It was the duty of the principal, passing from room to room, to scrutinize methods, to correct errors, suggest improvements, and frankly, but kindly, make known to each her faults and give instructions for their correction.

Two teachers are employed in each room, of whom one, who has had largest experience, usually takes the charge and is made responsible for the government and instruction. The other, with less experience or capability, is employed in observing methods of governing and teaching, and rendering such assistance as she may be able in the oversight of pupils and occasionally hearing a class. In due time the second teacher becomes qualified to take the duties of the first.

Another feature of these schools should not be overlooked. Temporary vacancies in other schools, occasioned by sickness of teachers, or other causes, are filled by teachers from these Training Schools. Herein, another reason for two teachers in a room is evident. The more experienced one is usually sent out as a substitute; the other tries her skill in taking charge during the absence. The one who manifests greatest ability, as a "substitute," is likely to take precedence of others whenever a permanent appointment is to be made. It is not so much the length of time the candidate has been in the Training School, as the capability, the desirable qualities of a good teacher developed, that determines her promotion to a position.

"Who may become members of these Training Schools?" Until within two or three years, classes graduating from the High School were small in numbers, and did not furnish candidates equal to the demand. All applicants were examined, at stated times, by the Superintendent, and were appointed to the Training Schools, in the order of their qualifications, or rank, as determined by the examination. Hence, many received appointments who had never been members of the High School, or only for a limited time. But of late, the graduating classes hav-

ing become large, a greater number than can be employed are furnished from those who have completed a four years' course in the higher department of studies. The Board believing it just to discriminate in their favor, adopted the following rule.

"The graduates of the High School shall have preference in appointments to the Training Schools, over all other applicants." (School Manual, XXI.)

But still another difficulty was to be met. Since all of the graduates could not be employed, the question arose, how shall a distinction be made and how shall the selection of candidates be determined? If *all* the graduates of *this* year's class must be employed before any of the class of next year can be appointed, none of the next class can expect to receive appointments during the first year after graduation, and few, if any, during the second year. And each future class will be further and further removed from any possibility of employment, while the vacancies must be filled in the Training School by the appointment of graduates of one, two or even three years in the past.

The only alternative left to the Board was, to decide to employ, from the graduating class of each year, so many as may be required to fill vacancies occurring before the graduation of the next class. It was determined, also, that the selection of appointees from each class for the Training School shall be made in the order of *rank* in the class, as determined by the records of the High School.

Since the opening of the Training School in 1867, vacancies occasioned by the withdrawal of teachers have been chiefly filled by the appointment of young teachers prepared for their work in the Fair street and Cedar street Schools. Beginning in the lower rooms, they have been promoted to the higher, as experience has developed requisite capability for more difficult positions. At the present time, *eighty-nine* of one hundred and eighty-five of our female teachers, have been members of the Training Schools. *Seventy-nine rooms*, or just one-half of all in the district, are under the charge of these young teachers; and if we add the twelve rooms of the Training Schools,

which are also taught by the same, previous to their appointments to other schools, ninety-one of all our rooms are under their charge. Three are employed in the High School; only three have, as yet, reached the position of "First Assistant" in the Grammar Schools; and but six are employed in Nos. nine, ten and eleven, or twenty-one rooms next below "number twelve" in the same schools.

The necessity of going abroad for teachers has gradually diminished, as the number prepared at home has increased. In the primary and intermediate departments we have ample resources to fill very satisfactorily, all vacancies.

But in the upper grades, the case is different. Whether it be for want of physical vigor, for lack of maturity, or deficiency in ambition, or resolution to undertake what is more difficult, it is not necessary here to discuss. The difficulty of developing our young teachers so as to make them competent to fill vacancies in higher rooms, has at times been quite serious, and the question has more than once been raised, "shall we fill the vacancy by promotion of our own teachers, with an obvious certainty of loss to the pupils, or provide a competent teacher from abroad?" No serious mistake has yet been made, in promoting a teacher to a position which she is not competent to fill, in order to establish the principle that none but "home talent" shall be employed in our schools. There is an increasing probability that the time is not distant, when our Training Schools will furnish ample supplies for, at least, all our graded schools.

The number of resignations since the year began has been smaller than in any previous year. The Board have been called to fill fourteen vacancies; of which four were in the High School, and ten in the lower grades. Two resignations were caused by ill health, one by a stronger attraction elsewhere, and nine by matrimonial alliances. Two appointments were made to rooms newly opened.

INSTRUCTION.

Nowhere is a test applied, so systematically and thoroughly, to bring to view the quality of instruction given, as in the examination of the highest class of the graded schools for admission to the High School. The studies of the whole year preceding the examination are pursued by the pupils, and instruction is given by the teachers, with special reference to the test which is to be applied. Questions are specially prepared for the occasion, and a critical and careful inspection of every answer is made and its value marked by teachers of the High School, to determine the attainments of each individual. About one hundred and fifty pupils in the several Grammar Schools pass this ordeal, each year. Since the success or failure of the pupil and the reputation of the teacher, depend so largely upon a proper use of opportunities and personal effort, it is manifest that the stimulus to mental application cannot fail to be vigorous and constant.

But this class is not the production of a single year's labor. Regularly it has passed through all the grades, from the primary to its present status, under a similar incentive, looking forward to each new promotion with fresh hopes and anticipations. Each teacher, also, has done her part, prompted by a desire to see her class pass from her hands with attainments that shall exhibit evidence of her capability; to show at least that there is no defect or weakness in the link of the chain which she has wrought. Moreover, no small amount of thought and care has been expended to prepare a Course of Study, so adapted to every stage of progress that every child shall be able, with reasonable effort, to master each portion of duties required, within the time assigned. Herein may be gained a glimpse of the *system* of our school instruction.

The highest class, just prepared to graduate from the Grammar School, is the exponent of our school instruction, a fair illustration of the teaching done in the schools. In the appendix of this Report may be found the questions used at the last examination of candidates for admission

to the High School. A summary of results, as presented in the following table, will show the average per cent. obtained by each school; also, by the whole class under examination.

SUMMARY.

NEW HAVEN PUBLIC HIGH SCHOOL.—EXAMINATION OF CANDIDATES,
APRIL, 1876.

Scale of Marking 100. Admission on 50 and above.

SCHOOLS.	No. Exam.			No. Admitted.			Av. Age.		Studies.										Per cent. of all Studies.	Per cent. on Arith. & Gram.
	Boys.	Girls.	Total.	No.	Years.	Months.	Years.	Months.	Hist.	Geo.	Gram.	Arith.	Read.	Spell.	Writ.	Music.	Draw.			
Dwight,	7	14	21	18	15	11	62.6	73.3	58.8	64.5	86.2	85.5	57.6	96.6	68.1	72.7	61.6			
Eaton,	8	9	17	15	15	7	65.6	89.6	64.5	74.3	85.7	88.1	55.9	98.1	72.6	76.6	69.4			
Hamilton,	5	8	13	2	14		44.9	52.1	40.5	32.9	74.5	57.8	38.5	97.6	50.8	54.4	36.7			
Skinner,	11	20	31	21	14	11	67.9	68.2	56.4	73.1	86.1	77.2	59.3	97.9	77.9	73.8	64.7			
Washington,	12	15	27	26	15	1	66.7	73.7	66.1	76.5	82.6	86.	57.4	97.9	66.3	74.8	71.3			
Webster,	10	7	17	12	15	4	58.7	64.6	54.2	51.9	79.1	80.7	60.3	95.9	70.3	68.4	53.			
Woolsey,	6	4	10	10	15	2	75.3	85.9	73.7	88.8	81.4	70.4	43.	98.3	70.5	76.3	80.9			
Wooster,	4	12	16	16	15	6	76.2	87.1	71.1	88.8	89.	88.	67.2	98.2	80.	82.9	79.9			
Other than Public Sch. f--	0	8	8	8	15	7	53.1	58.6	70.1	61.	82.6	82.5	47.	36.6	28.1	57.7	65.5			
	63	87	150	128	15	3	63.4	72.6	61.7	67.9	83.	80.3	54.	90.8	64.9	70.8	64.8			

It will be noticed that two columns of per cent. are given,—one representing *all* the branches; the other only Arithmetic and English Grammar combined. While admissions are made on the general average of all the studies, it has been found necessary to make an exceptional requirement on two studies which are specially important in the future progress of the scholar. Some pupils might obtain the required average for admission by higher marks in reading, spelling, penmanship, music and drawing; but so failing on some, or all of the other four branches, that their advance with the class in the regular studies would be an impossibility; thus exposing themselves to disastrous failure, and becoming a serious hindrance to the class.

Arithmetic, both as a disciplinary and practical study, is regarded as important, and a thorough preparation on it indispensable. English Grammar, as indicating a knowledge and command of language for intelligent expression of thought, is equally essential. Hence, failure in these would inevitably incapacitate the pupil for future progress, and his own personal interest would forbid an attempt to advance. So, any considerable deficiency on these two studies, regarded as special, would be likely to exclude a candidate, though standing well in the general studies.

The seven Grammar Schools, representing their respective sub-districts, furnish the annual class of candidates for the High School. The pupils of all the lower grades supply material from which the High School class is obtained. Therefore, not only is an equal degree of thoroughness desirable, but also a similarity of method of instruction. The importance of the latter will be appreciated when it is understood that, by removals of families, children are constantly changing from one school to another. They use the same books in all the schools and enter in the new school the same grade as that which they left. The less change in their habits and mode of treatment the better, particularly of young pupils. Hence, uniformity has been urged and in a good degree attained.

While much has been accomplished in the attempt to secure the best methods of instruction, a margin yet remains for improvement.

Penmanship, has evidently received less attention in some schools than formerly. No branch will more readily deteriorate from a little neglect. No one needs more constant attention and persistent practice. Pupils seldom fail to be inspired with a desire for improvement, when they witness the graceful curves and beautiful forms of letters, flowing from the teacher's hand on the blackboard. Personal practice and improvement of the teacher is nearly as important as the instruction given to the pupils,

for the quality of the latter will depend largely upon the former. We hope to see the exceptional cases of neglect disappear.

Reading exhibits marked improvement. The clearness of tone, the beauty, ease and force of expression in some rooms, illustrate what the teacher *can* do,—what all teachers *ought* to do—when with hearty enthusiasm she determines to spare no pains to secure the best results. The reform from a dull, monotonous droning out of words, to a vivacious expression, is begun in the primary rooms, as it should be, early even in the First Reader, where it is a pleasure to see the countenances of the little ones light up with radiance, as they discover vitality and meaning in the words, when they give them the tones and inflections of ordinary conversation. Happy children are these, who have no vicious habits in reading to unlearn, in coming years. But older pupils must not be left to suffer from evil habits, contracted in their early school-days through the ignorance or indolence of their teacher.

History of the United States. It is essential that this study should be completed, in the eighth grade, in order to relieve the High School. Whatever time can be gained from that hitherto devoted to geography may be given to history, which will doubtless enable the class to finish it.

Drawing, has made good progress during the year and is in a very satisfactory condition. Several quarto volumes were made from the work of pupils and forwarded to the Centennial Exposition at Philadelphia. Specimens of work done under the instruction of the teachers were sent, to show what is done in the daily lessons in school; also, another class of specimens entitled "*Home Work*," because these were done *out of school, without the aid of the teacher*. The designs were invented or selected from objects by the pupils, entirely from their own resources, and the drawing was done without aid, in order to test their attainments and capability. This exercise is re-

quired of all the pupils, several times during the year, and specimens of their work are forwarded to the office, for the inspection of the Board. The drawings of the High School, sent to Philadelphia, of which one specimen was required from each pupil, were of the two kinds, daily work and home work; but, instead of being "flat copy," were representations of objects, made directly from the objects themselves, or given in perspective.

If there is any one feature in which our pupils excel, it is in what is known as "*free hand drawing*." From the beginning, in the primary room, the *eye* and the *hand* are the only guides, the *pencil* the only instrument. The ruler and the measure are strictly prohibited. If more clear cut lines can be obtained by the strait edge of the ruler, or, a more perfect form of a curve can be made with an instrument, or a more complete imitation of a copy can be obtained with the use of tissue paper, the results are not evidence of valuable acquisition which will enable the artist to exhibit the highest style of art. Even to the common mechanic, the ability to use the eye and hand with freedom and accuracy, is invaluable. The advantage which most of the children will find of great utility even in the common walks of life, hereafter, will be this acquisition of a *new language*, as it were, which will enable them to make intelligent representations beyond the power of written or spoken language to express.

Language. A right step has been taken for the improvement of the pupils in the knowledge and use of the English language. True, the step is a short one; but it is in the right direction,—and can be lengthened. Language exercises have been attempted before; but, without a text book, the teachers were left to devise their own methods, prepare their own exercises, or improvise them hastily, and little has been accomplished except by a few teachers who possessed unusual tact in teaching the subject. During the year, Swinton's text books, Primer and Language Lessons, have been used in the fifth grade, with manifest advantage, because they have been a guide, to enable the teacher to give more systematic instruction.

Hereafter these text books will be extended to lower grades, and it is to be hoped that more systematic and efficient work will be done than at any former time from the primary rooms to the Grammar department.

Geography, has recently been completed in the eighth grade, and arrangements are made which will enable the classes to finish it, during the coming year, in the seventh and possibly thereafter in the sixth grade. Map drawing, which was for a long time confined almost solely to a single school, is now generally practiced in all the Grammar Schools. For instruction in *topical* geography, map drawing must be chiefly employed. The map, as existing in the mind of the pupil and portrayed by him on the blackboard or on paper, must be made the *receptacle* of all geographical knowledge. Facts and general information floating in the mind will be fugitive and evanescent until fastened by association to something permanent. Hence the value of fixedness of localities, lines of direction, relative distances, areas, &c., in the mind of the learner, with which an association can be formed. It is for the want of this permanent attachment of what is learned, to something *stable*, that the knowledge acquired by pupils in school, so quickly vanishes or remains in the mind only in a useless, chaotic state. Rapid and accurate forms are sought for, rather than exhibitions of artistic skill requiring a useless expenditure of time. Decided progress is expected in this department during the coming year.

Music. This department has become so firmly established and is so fully appreciated, that only a brief notice is needed. At the great Centennial celebration on the 4th of July last, a vast concourse of people, comprising our own citizens and multitudes from abroad, had an opportunity to witness a performance well calculated to test the efficiency of vocal instruction in our schools. *Twenty-eight hundred* pupils were selected, at the request of the Mayor and Court of Common Council of the city, to give a public musical performance, in connection with the general celebration of the day. Under

the direction of the Principals of the High and Grammar Schools, from which the selection of pupils was made, aided by their teachers, this large company was marshaled and conducted to the south side of the "lower green," where elevated seats had been erected for their accommodation. Thirteen popular airs, representing the original states, were sung. Of the character of the performance, those were best judges who witnessed it. Both the excellent conduct of the pupils while assembling, and their singing, called forth enthusiastic commendations from the multitudes assembled to hear them.

The Course of Study has been carefully revised and rearranged. As will be seen by reference to the "tabular view" in the Appendix, p. 100, each year constituting a grade, has been divided into five equal parts, of eight weeks each, in which is comprised a definite portion of the several studies, to be thoroughly completed in the period to which they are assigned.

This subdivision of the year and sharp limitation of grades will insure greater facility in determining the quality of work done. The progress of scholars will be known by the grade rather than by the room to which they belong; and when, by removal, they pass to a school in another part of the district, there will be little difficulty in determining their classification.

THE SCHOOLS.

The management of the schools, both in regard to discipline and instruction, has been on the whole satisfactory. An occasional indiscretion in government has prompted complaint; lack of skill and inefficiency in giving instruction have sometimes been observable; and parents have now and then been exacting and unreasonable. But when we consider the large number of persons and various dispositions,—of pupils, parents and teachers, brought into relations daily, that require a rigorous observance of regulations and vigorous efforts in the performance of duties, the wonder is that the exceptional cases have not

been more numerous. A gradual amelioration of discipline is perceptible. The number of teachers who have gone through the year, without inflicting corporal punishment, is larger than in any former year. They are teachers who regard prevention better than the cure of an evil; who have a happy faculty of *leading* children into willing obedience and a cheerful performance of duty. While we cannot but desire that the number of these should be largely increased, it must be admitted that there is sometimes occasion for the summary treatment of reckless transgressors. The transfer of incorrigibly insubordinate pupils to the truant schools is a great relief in our school government and takes away excuse for frequent application of corporal punishment.

The cultivation of the *manners* of the children has, for some years, been made a special duty of teachers; and to secure this a special exercise is laid down in the Course of Study. It may not have been used as effectually as it should have been, yet the influence on the conduct of the children is noticeable. Those who can compare the behavior of boys on the street eight or ten years ago, with what is witnessed now, will perceive a marked difference, even in those sections of the city where the rudest boys are found.

The reflex influence of the schools is felt in the homes of the children. Mothers of the humblest class are ambitious to send their children to school tidily dressed, as other children are; and learn through the children many things, from school associations, that exercise an elevating influence, and make the home happier.

High School. The High School has made a good record. It has moved steadily on through the year, without any special disturbing influences to impair its prosperity. The resignation of four teachers, Misses F. H. Parish, S. L. Coy, S. L. Johnson and F. A. Haskell, is somewhat out of the usual course for this school. The following persons were appointed to fill the vacancies: Mr. C. H. Siebke, teacher of German, Miss E. Cooper, reappointed,

Miss S. L. Johnson, reappointed, and Miss Abbie Woodward, formerly in charge of No. 12, Skinner School.

The annual examination of classes for promotion and graduation took place in April. The questions used for the occasion may be found in the appendix following, from which may be inferred the character of the instruction given.

The number of pupils in the several studies of the school, during the year ending April, 1876, are here given.

Algebra,.....	101	Latin,	152	Botany,	86
Arithmetic,	198	English Literature, ..	63	Chemistry,.....	42
Book Keeping,.....	194	Rhetoric,	71	Geology,	37
Geometry,	56	Ancient History, ...	154	Natural Philosophy, ..	42
Trigonometry,	9	Mediæval History, -	56	Physical Geography, ..	108
French,	33	Modern History, ...	18	Physiology,.....	80
German,.....	131	Astronomy,	38		

Centennial Class—1876. The class, whose graduation took place on the evening of April 20th, was the largest, in numbers, that has ever been graduated from the institution, viz: Ladies 33, Gentlemen 8=41.

The exercises of the evening were performed in the presence of a crowded audience, in the assembly room of the High School building. Essays were read by the following members of the class.

Miss GRACE A. WEEKS.	Subject, The Fall of Paris.
Miss MARY R. BURWELL.	" Shakespeare's Heroines.
Miss LIZZIE F. LAW.	" Pictures from History.
Miss EUNICE K. ARMSTEAD.	" The Future Utopia.
Miss HATTIE M. PRICE.	" There is always Room up Higher.
Miss LAURA L. MERRIMAN.	" A Nation's Glory.
Miss NELLIE I. McLINN.	" Credulity and Scepticism.
Miss JOANNA M. FLANAGAN.	" The Beauty and Truth of Legends.
Miss LOTTIE C. BARNUM.	" The Influence of Nature.
Miss HYLEA C. ARMSTRONG,	" The Voyage of Life.
Miss EMILY B. GRANNISS,	" Voiceless Preachers, with Valedictory Addresses.

The names of the other members of the class were :

WILLIAM R. WHITE,	ELLEN KILBRIDE,	EUGENIE W. HATHAWAY,
FRED. B. CLEMMONS,	ANNIE I. HATHAWAY,	JULIA P. GIBBS,
FRANK M. CRAWFORD,	BLANCHE E. PARKER,	MARY F. MCARTHUR,
BENAJAH H. DOUGLASS,	NELLIE E. BONNEY,	JENNIE M. NORMAN,
JOHN H. GATES,	HATTIE H. HARRISON,	MARIA I. LYNCH,
CHARLES H. NICHOLS,	KITTIE I. YANZ,	MARY L. TUTTLE,
CHARLES CHURCHILL,	FLORENCE I. BRADLEY,	NELLIE L. HOWELL,
EDWARD ROBERTS,	AUGUSTA E. SIEBKE,	ROSA COFFAY,
JULIA A. HULL,	ELLA J. BANKS,	EMILY J. PRATT,
MINNIE E. SOMERS,	ALICE G. FORD,	LILLIAN J. RUSSELL.

Several of the young men of the class had become members of the Yale Scientific School, but returned to receive diplomas with their class.

An examination of a class of candidates for the High School was held during the last week of the Winter term. The record of the results may be found on a preceding page, and the questions used are in the appendix to this Report. Other candidates were examined at the beginning of the Summer term, and the whole number received was about one hundred and fifty.

The Training Schools still prove their usefulness in furnishing "substitutes," acquainted with the routine and methods of our schools, to fill temporary or permanent vacancies, at a moment's notice. None but graduates of the High School are now holding positions in these schools, and no others can be employed, under the rule of the Board. A smaller number than usual have received appointments during the year, because of the limited number of withdrawals of teachers from the schools. Miss Young has now had charge of the Fair St. School about a year and a half; and the quiet efficiency and perfection of system exhibited in the work, both of teachers and pupils, furnish abundant evidence that she is doing excellent service. A brief visit would convince parents that no more desirable school than this can be found for their children.

The Cedar St. School has had a large attendance, and thorough work has been done both by the Principal and those who have labored with her. Pupils passing by promotion to other schools from the highest class always

take high rank in scholarship. The same is true of the Fair St. School. The aim in both is to employ the best methods and impart the best instruction, which are essential to the teachers as they are desirable for the pupils.

Truant School. The whole number of boys attending the school on Whiting St. during the year has been one hundred and twenty four (124). The average number belonging 46; the average daily attendance 40.

A large proportion of these boys were reported as truants from other schools and were transferred thence to the Truant School. Some were arrested on the streets by the truant officer and placed in the school; others were returned to the schools to which they belonged. *Eight* inveterate truants have been sent to the State Reform School at Meriden, during the year.

The rapid increase of truancy in this school, *two fold* greater than last year, and more than *seven* times greater than four years ago, is shown on a previous page.

The necessity for greater efficiency in restraining this growing evil is more urgent than ever; and my statements last year showing the need of some action, may be repeated with emphasis, in view of the results herein stated.

The management and instruction of the school by Mr. Loomis have been excellent. The boys, while in the school, have been studious, quiet and orderly. Mr. Loomis deserves great credit for his earnest effort to create in his pupils a manly spirit and a desire for improvement.

The Evening Schools. Two evening schools were opened on the evening of Oct. 4th; one in the rooms of the High School, assigned for this purpose; the other in the basement rooms of the Woolsey School, Fair Haven. About the usual number attended at the beginning of the first term, about three hundred in both schools; but the numbers decreased more rapidly than usual as the term advanced, so that the average number was somewhat smaller than in previous years. The diminution may have been due to the want of employment which induced some young men to migrate from the city, or to amuse-

ments adopted elsewhere, as substitutes for mental improvement requiring effort in study.

But the young men who continued through the winter made excellent progress, and the improvement of the scholars in both schools was quite satisfactory.

Two evening schools were opened for the instruction of young women. But the attendance was so small and irregular that they were not long continued.

Without entering into a detailed notice of the schools, suffice it to say, that they are all in a prosperous condition, whether central, or located in remoter parts of the district, and enjoy almost equally the advantages of the graded system in all sections.

The citizens of New Haven are to be congratulated that they possess opportunities for the education of their youth, by which the children of those in the humblest circumstances, as well as those most favored, may receive free instruction and preparation for future duties, private and public, as citizens of a free Republic.

In this period of centennial notes and celebrations, it may not be inappropriate for me to add, in closing, that although New Haven had but little occasion to boast of her public schools during a large portion of the century just closed, she enjoys the distinction of having had the first teacher of note in this country, the renowned Ezekiel Cheevers, "the skillful, painful, faithful schoolmaster," who was employed as a public instructor of youth in the colony, at its settlement.

Although it is stated on good authority that less than fifty years ago, New Haven did not possess a single public school building, we enter upon the new century with a school system as fully equipped, as complete in all its appointments, as can be found elsewhere.

Recognizing the wisdom of the Board in their faithful performance of duties in behalf of the district, and the support given me in the performance of my official duties, this Report is

Respectfully submitted.

A. PARISH, *Supt. Schools.*

NEW HAVEN, August 31, 1876.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish by its course of study.

I. The course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their applications in the various departments of industrial life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, Grades IX, X, XI, XII.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third optional. The optional studies are in *italics*.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, etc.

Correspondence.—A variety of topics connected with the details of business will be given the pupil designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression, and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons: but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

The following are the branches on which the candidates are examined for admission: Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with "French's Common School" to chapter X, and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Mitchell's Intermediate Geography is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in Latin, French and German, the Board of Education are determined to provide a thorough course of instruction in the higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April, 1876.

RULES FOR THE EXAMINATION.

1. The scholar must *not* write his *name* on any of his examination papers.
2. Each scholar must write, at the *head of every sheet* containing answers to the questions, the following :

(a) *The examination number.* This number is to be used instead of the scholar's name. *Do not forget this direction.*

(b) *The date of the examination.*

3. The work may be prepared upon separate paper, or slate, and afterwards copied upon the examination paper ; but no time will be given for copying after the expiration of the time allowed for the exercise.

4. *The questions are not to be copied.* The answer must be *numbered* to correspond with the *number of the question.* Leave a *blue line* between the last answer and the one before it.

5. The general appearance of the paper with reference to neatness, spelling and penmanship will be taken into account. The writing should be kept within the marginal lines.

6. When you cannot give an answer, write the *number of the question*, and write against it—"cannot answer."

7. The *solution* of each problem must be copied *in full*, so that the *process* may be examined as well as the answer.

8. Pupils must not have any written or printed matter, except the questions, within their reach during the time of examination.

9. *No inquiries* by the scholars, nor *explanations* by teachers, relating to the *questions* or *work* of the examination, are allowed during the time assigned to each subject.

10. After the questions have been distributed pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being liable to undergo a subsequent examination.

11. *All communications* between pupils during the examinations is strictly forbidden.

12. The examination will close punctually at the expiration of *three* hours from its commencement ; but any who choose to do so can hand in their papers after *two* hours.

13. Any evasion or violation of the above rules will subject the pupil offending to another examination, or dismissal from the school.

TO THE PRINCIPALS.

1. Give out the *rules for the examination*, and require the pupils to read them *with care*, before the examination begins.

2. Give out the cards on which pupils must fill the blanks *accurately* before the beginning of the examination. Return the cards filled, at the end of the first day's examination, with the first set of answers.

3. All the *printed questions* and the *answers* written by the scholars must be collected *promptly by the teachers*, at the end of the time allowed for the exercise, and *forwarded, without delay, carefully enveloped*, to the office of the Board of Education, addressed to the Superintendent of Schools.

ARITHMETIC.

Time, 3 hours.

1. Find the result of the following :

Three, and five hundredths, + nine hundred seven, and nine thousandths, + one thousand, and four ten thousandths, — three hundred, and four hundred thousandths, × four, and three ten thousandths, ÷ thirty, and four hundredths.

2. What is the cost of four fields containing respectively $4\frac{1}{2}$, $2\frac{1}{2}$, $3\frac{1}{2}$ and $1\frac{1}{2}$ acres, at \$25 an acre?

3. How many seconds in the circumference of a circle?

4. Give all the prime numbers below twenty; and all the composite numbers between 20 and 40 inclusive.

5. What will it cost to dig a cellar 20 ft. long, 15 ft. 6 in. wide, and 4 ft. deep, at \$1.75 a cubic yard?

6. If it will cost \$84 to carpet a room 36 ft. long and 21 ft. wide, what will it cost to carpet a room 33 ft. long and 27 ft. wide?

7. The longitude of New York City being 30° east from the meridian of Washington, and San Francisco 45° 25' west, what will be the time of day at New York, when it is noon at San Francisco?

8. 2 pks., 3 qts., 1.2 pts., is what decimal of 10 bushels?

9. $\frac{1\frac{1}{2}}{2\frac{1}{2}}$, and $\frac{45\frac{5}{8}}{3\frac{1}{2}}$ equal what two numbers?

10. How much will 19½ bu. of apples cost at the rate of \$4.70 for 11½ bus.?

11. The product of three factors is 19½; two of them are 1½ and 2½. What is the other factor?

12. William Jones bought of Wallace B. Fenn, of New Haven, Conn., as follows: Dec. 20, 1875, 7 pairs of calf boots, @ \$5.75; 6 pairs ladies' gaiters, @ \$3.25; Dec. 26, 10 pairs children's shoes, @ \$1.75; Jan. 10, 1876, 12 pairs coarse boots, @ \$3.12½. Make out and receipt the bill, in proper form, as clerk of W. B. Fenn.

13. The attendance of a certain school was 370 pupils, and 7½ % were absent; what was the number on the register?

14. Lost 65 cents a yard on cloths, which was 13 % of the cost. Required the *cost* and *selling* price.

15. What is the *interest* of \$75.45 for 13 months and 19 days, at 7 %? Find the *amount*.

16. Which is greater, the interest, or the discount of \$1712 for 1 yr. 6 mo., at 7 %, and how much?

17. If it costs \$56 to transport 7 tons of goods 110 miles, how much will it cost to transport 40 tons 500 miles? Give the process by proportion and by analysis.

18. A and B enter into partnership: A furnishes \$400 for 8 months, and B \$600 for 4 months; they gain \$350. What is each one's share of the profit?

19. A man has \$10,000 U. S. 5-20 6 % Bonds: what interest will he receive annually in currency, when gold is 12 % premium?

20. Find the cube root of 103,823.

ENGLISH GRAMMAR.

Time, 2½ hours.

1. Write two *simple* sentences.
2. Combine the two, so as to make one *compound* sentence.
3. Combine the two, so as to make one *complex* sentence.
Define a compound sentence ; a complex.
4. Write the following correctly, in all particulars :
john and me done our work quick and writ a letter to mr smith we
seen his horse lay on the ground dead oughtnt we to have told him of it alas
what a loss
5. Write in separate columns the present tense, past tense, present participle and perfect participle of the following verbs :
Sit, catch, fly, go, lie (to repose), see.
6. Write the plural of beef, chief, this, valley, son-in-law.
7. Write the possessive case, singular and plural, of lady, child, goose, ox, soldier, woman, valley, potato, city.
8. Substitute a single word for each of the following phrases in italics :
He is a man of *learning*.
We traveled by *the light of the moon*.
He rode *in haste* from the place of *danger*.
9. State the difference between an adjective phrase and an adverbial phrase. Give an example of each in sentences.
10. Write a sentence containing a noun as predicate nominative ; also, one containing a noun in apposition.
11. Combine each pair of statements into one sentence by the use of a relative pronoun.
(1.) James E. English was Governor of Connecticut. He is now a Senator in Congress.
(2.) My cousin has received a large inheritance. He lives in Maine.
12. Write an *interrogative* sentence containing the superlative of *near*.
Write a *declarative* sentence containing the possessive plural of *man*.
Write an *imperative* sentence containing the comparative degree of *well*.
13. Change, *Our minds control our actions*, into the past tense, emphatic form. Change, *We receive instruction daily*, into the potential mood, present perfect tense, passive voice.
14. Correct errors in the following sentences :
(1.) After laying awhile in this position, he raised up.
(2.) We were all setting around the table.
(3.) Can you learn me to write?
(4.) I left my book to home.
(5.) Who did you come with? Tell me who you mean.
15. Write a sentence containing a compound relative, whose antecedent part shall be in the subject of a verb.
16. Name three classes of pronominal adjectives, and give an example of each.
17. 18. Tell me with *whom* you associate and I will tell you *what* you are. Analyze this sentence, and parse the words in italic letters. Maximum, 10 credits.
19. 20. Write a letter describing an imaginary or real journey, of not less than fifteen, nor more than twenty lines, with proper address, date, &c. Maximum, 10 credits.

GEOGRAPHY.

[Time allowed, 2½ hours. 4 credits to each question, except the 14th.]

1. What two revolutions does the earth perform? What do each of these revolutions produce?
2. What is meant by the cardinal points? Tell how they may be found?
3. Illustrate the relative positions of the equator, tropics, polar circles, and zones, by a small diagram.
4. What is the width, in degrees, of each temperate zone?
5. How must a place be situated to be in east longitude? How must a place be situated to be in north latitude?
6. What two gulfs of North America are crossed by the Tropic of Cancer?
7. Mention a large body of water in North America so nearly surrounded by land as to be almost an inland sea.
8. In what latitude is the mouth of the Amazon? In what zone?
9. Which one of the United States, lying wholly east of the meridian of Washington, has no ocean coast?
10. In sailing up the Mississippi river from its mouth to the latitude of Chicago, what states or parts of states would you see on the eastern side?
11. Into what four provinces is the Dominion of Canada divided?
12. Name the States which border upon Lake Michigan, and the capital of each.
13. Name the bodies of water you would sail over in making a voyage from St. Louis to Constantinople.
14. Draw a map of Europe, (in 30 minutes,) on which shall be found,
1. The entire coast line of the Atlantic Ocean and inland seas; 2. Ural and Caucasus Mountains; 3. Ural River; 4. Rome; 5. Marmora; 6. Seine; 7. Volga; 8. Athens; 9. Paris; 10. Florence; 11. Danube; 12. Pyrenees; 13. Gibraltar; 14. Berlin; 15. Alps; 16. Liverpool; 17. St. Petersburg; 18. Berne; 19. Dublin; 20. Adriatic Sea.

N. B.—Draw on the mapping paper. Number each place or object on the map, (except No. 1.); also *number* and write the *name* on the margin. 20 credits, maximum, may be allowed.

15. In what zones are the most highly civilized nations found? Explain why they should be found there.
16. In what direction does the Gulf Stream flow, and how far does it extend?
17. Name three largest commercial cities on the Atlantic coast, and three on the Mississippi River and great lakes.
18. Name some of the principal articles imported to the United States, and from what country each comes; also those exported to other countries.
19. Name the state which produces one or more of the following articles in the greatest abundance: 1. Anthracite Coal; 2. Iron; 3. Lead; 4. Gold; 5. Cotton; 6. Sugar; 7. Oranges; 8. Rice; 9. Wheat; 10. Tobacco.
20. Name the five races of men found on the globe. Which is most numerous? Which exercises the greatest influence in the world? Why?

HISTORY UNITED STATES.

Time, 2½ hours.

1. Give the name of the discoverer of America; his birth place; and the year of discovery.
2. What events of his early life can you name?
3. Describe the condition of America before its discovery by Europeans. Its inhabitants; their habits, character and pursuits.
4. When, where, and by whom were the first settlements made in New England?
5. Who attempted to deprive Columbus of the honor of his discovery, and succeeded in giving his own name to the new continent? What can you say of him?
6. What tribes of Indians lived in the present territory of Connecticut and Rhode Island? Draw an outline map, and indicate the territory they owned.
7. What explorations and discoveries did Sebastian Cabot make? In behalf of what government?
8. Who made settlements in behalf of France? Where? When?
9. Give some account of the early settlement of Virginia.
10. What parts of the present territory of the United States were early possessed by the Spanish government?
11. When was the first settlement made at New Haven? By whom? What two colonies held jurisdiction of what is now Connecticut?
12. Describe the struggle of the New England settlers with King Philip. In what year did it end?
13. Where did the Dutch make early settlements?
14. What was the cause of the French and Indian War? Describe the part Washington took in that war.
15. State the leading acts of England that caused the Revolutionary War.
16. Describe the riot in Boston on account of the tax on tea.
17. In what states were battles fought during the War for Independence? Name places in each State where battles were fought.
18. Name the most important events that occurred during the year 1776.
19. State the difference between the **Articles of Confederation** and the **National Constitution**.
20. Name some event which distinguished the administrations of the following Presidents: 1. Madison; 2. Jackson; 3. Polk; 4. Lincoln.

 SPELLING.

Mayor,	Insincerity,	Baize,	Exonerate,
Handkerchief,	Implicit,	Crayon,	Isthmus,
Conciliate,	Circumspect,	Furnace,	Sollicitous,
Column,	Cinnamon,	Beef-steak,	Similitude,
Measles,	Labyrinth,	Embarrassment,	Suitable,
Vacillate,	Auger,	Antecedent,	Perceptible,
Malign,	Gnat,	Maintenance,	Reminiscence,
Gratitude,	Ecstasy,	Foretell,	Irascible,
Attitude,	Prairie,	Acquit,	Necessary,
Marvelous,	Neuralgia,	Until,	Infirmity,
Catarrh,	Neighbor,	Discernible,	Requisite,
Hypocrisy,	Nephew,	Descendants,	Absurdity,
Villainous,	Wednesday,		

HILLHOUSE HIGH SCHOOL.

Annual Examination, April, 1876.

BOOK-KEEPING.

Fourth Class.

Write the Journal, Ledger, and Trial Balance from the following transactions; allowing in the Ledger ten lines each for cash and merchandise, and six lines each for all other accounts.

New Haven, Jan. 1, 1875.—Student and J. D. Peck become partners in the Produce and Commission business. Style of the firm, ——— & Peck. Gains and losses to be equal.

Student invests, Cash, \$10,000. J. D. Peck invests, Cash, \$5,000; Promissory Note for \$5,000, dated Jan. 1, 1875, and signed by C. L. Knapp, in favor of D. J. Sullivan, due in three months, with interest.

2. Bought of S. S. Cornwall, on our acceptance, at 10 days, 50 bbls. St. Louis Extra Flour @ \$13.50, \$675.00; 100 do. Superfine Flour @ \$8.25, \$825.00. Total, \$1,500.00.

3. Received from H. M. Osborne, St. Louis, to be sold on his account and risk, 100 bbls. Extra Flour. Paid for freight and drayage, Cash, \$213.50.

4. Paid one month's rent, Cash, \$75.00.

5. Sold for Cash, from Osborne's Sales, 50 bbls. Flour @ \$11.40, \$570.00.

7. Sold for Cash, 30 bbls. St. Louis Extra Flour @ \$14.50, \$435.00; 75 bbls. Superfine Flour @ \$9.00, \$675.00. Total, \$1,110.00.

8. Sold S. P. Bradley, on his note at 30 days, from Osborne's sales, 50 bbls. Flour, @ \$11.50, \$575.00.

12. Rendered H. M. Osborne an Acc't Sales of Flour. Our charges not posted are, Storage and Insurance, \$21.43; Commission, \$28.62. H. M. Osborne's Net Proceeds are ———. Total Debit to Sales, ———.

15. Accepted H. M. Osborne's draft on us at 10 days sight, favor of C. R. Whedon, for \$881.45.

19. Paid our acceptance favor of E. S. Cornwall, due the 15th: face of acceptance, \$1,500; interest for 5 days, \$2.46. Total, \$1,502.46.

28. Paid our acceptance favor of C. R. Whedon, due this day, \$881.45.

April 30. Resources not shown on the Ledger:

Merchandise	\$476.25
Interest Receivable,	250.0

Liability.—Interest Payable, \$3.36.

BOTANY AND PHYSIOLOGY.

Fourth Class.

1. What is the difference between Cohesion and Adhesion in the parts of a flower? (9)
Describe a Papilionaceous Corolla. (9)
Define the Samara, the Drupe, the Sucker, the Tuber. Give an example of each. (9)
 2. Draw diagrams illustrating the Spike, Raceme, Corymb, Umbel and Head. (9)
Describe Alburnum and Duramen. (9)
 3. Describe the circulation of the true sap in exogenous trees. (9)
Mention distinguishing characteristics of the Cruciferae, Umbelliferae, and Compositae. (9)
-
1. Describe fully the spinal column. (9)
State the distinction between the voluntary and involuntary muscles. Examples. (9)
 2. Trace the course of the blood in the circulatory organs. (9)
State the change of blood and of air as caused by respiration. (9)
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PHYSICAL GEOGRAPHY.

Fourth Class.

1. Under what general divisions is Physical Geography embraced? (9)
How do we obtain a knowledge of the nature of the earth's crust? (9)
2. Describe the Rocky Mountain System. (9)
Describe the table land of Peru and Bolivia. (9)
Volcanic eruptions are of how many kinds? (9)
An example of each. (9)
What facts display the force of volcanoes? Instances of volcanic force? (9)
3. Geographical distribution of volcanoes. (9)
Describe the three most remarkable belts of volcanic islands. (9)
Describe the cave of Adelsburg. (9)
4. What is the origin of thermal springs? (9)
What occasions the periodical change of level in the Tigris River? (9)
What is a Continental River System? (9)
What can you say of the temperature of the ocean as related to its depth? (9)
5. Explain the causes of constant oceanic currents. (9)
What are submarine currents and what proof have we of their existence. (9)
What can you say respecting the tides of lakes? (9)

PHYSICS.

1. Write the analysis of the motion of a falling body. (15)
 2. A ball is thrown directly upward, starting with a velocity of $96\frac{1}{2}$ feet.
To what height will it rise? (5)
Suppose a body weighing 5 lbs. moves against resistance, with a velocity of 20 ft. a second, kept uniform by a constant force: what would be its living force? (5)
 3. Describe the four classes of water-wheels. (10)
 4. Write the theory of the vibrations of molecules. (10)
 5. Describe the different classes of telescopes. (10)
-

CHEMISTRY.

1. Define a binary compound, an oxide, an acid, a base, and a salt. (5)
Give the reaction in the preparation of oxygen from potassium chlorate and manganese dioxide. (5)
 2. Why does hydrogen, in burning, give out more heat than carbon? (5)
How much carbonic anhydride can be obtained from a ton of marble? (5)
Why, in filling the hydrogen gun, do we use five parts of common air to two of hydrogen, and for the same purpose, only one part of oxygen to two of hydrogen? (5)
In what part of the flame is the heat most intense? (5)
 3. The sources and preparation of silver. (10)
 4. The sources, preparation and properties of starch. (10)
 5. Opium and opium-eating. (10)
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ASTRONOMY.

Senior Class.

1. Star-showers of modern times.
 2. The retrograde motion of an inferior planet.
 3. Refraction of light.
 4. The milky way.
 5. Sun-spots.
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GEOLOGY.

Senior Class.

1. Give six reasons for believing that the central portion of the earth is in a molten state.
2. Mountains:—How formed commonly? Why more frequently than other regions the seat of volcanoes?
What relation between the relative age of mountains and their height? Why?
3. In which of the geological divisions do the principal limestone formations occur? In what portion of each? Why? Locate each limestone formation of the U. S. geographically.
4. The Appalachian Revolution:—Its cause and effects.
5. Post Tertiary caves and their teaching.

MODERN HISTORY AND ENGLISH LITERATURE.

Junior Class.

1. Mention the leading events of the reign of Philip II of Spain.
2. Name, in the order of their succession, the English sovereigns of the House of Stuart.
How did they lose the English throne?
What attempts were made to regain it, and with what success?
3. Length of the reign of Louis XIV. Name his prime minister.
Name, in the order of succession, the English sovereigns who were the cotemporaries of Louis.
Effect of his reign upon the subsequent history of France.
4. For what are the following names memorable in European history? Anne of Cleves, La Rochelle, Carisbrooke, Algernon Sydney, Ramillies, Londonderry, Sir John Blount, Preston Pans, Barras, Duke d'Enghien.
5. Early life and education of Frederic the Great. Their effect upon his subsequent character.
6. Name four of Bonaparte's campaigns. Give an account of the one which proved most disastrous to himself.

7. Outline of Tennyson's Elaine. Name another poem based upon the same legend.
8. How is the stanza of the Faerie Queene designated?
Characteristics of its style. Prominent historical personages represented in it.
Write a stanza, and note peculiarities of diction.
9. Exercise in converting into modern English a selection from old English.
10. Assign to their proper places the following quotations:
"So quick bright things come to confusion,"
" * * * and gives to airy nothing
A local habitation and a name."
"The best in this kind are but shadows; and the worst are no worse, if imagination amend them."
"O, what a goodly outside falsehood hath!"
" * * * Look, how the floor of heaven
Is thick inlaid with patines of bright gold!"

ENGLISH LITERATURE.

Senior Review.

1. Outline history of the English Drama. Condition of the stage in the time of Shakspeare. Leading events of his life.
2. Give two quotations from Macbeth; three from Hamlet. Analyze one of the principal characters of either play.
3. Name the authors of the following: The Dunciad; The Drapier Letters; Cato.

Name one of the best productions of Milton ; one of Goldsmith ; of Byron ; of Burns ; of Wordsworth ; of Coleridge ; of Tennyson. Give an outline sketch of one of them.

4. Give one of the most famous satires of our language, naming the subject and author.

Name three of Dickens' romances ; two of Thackeray's. Give the leading incidents of one of them.

5. Into what four periods may Sir Walter Scott's life be divided ? Name four of his poems ; six of his prose works. Mention two fine passages in the poems.

ANCIENT AND MEDÆVAL HISTORY.

Third Class.

1. Give an account of the Third Punic War.⁽¹⁾ Date.⁽¹⁾
What city of Greece was conquered by the Romans the same year ?⁽¹⁾
Name the principal battles in which Cæsar was engaged.⁽²⁾
State the circumstances attending Cæsar's death.⁽²⁾
2. What was the Colosseum, and in whose reign was it erected ?⁽²⁾
What was Trajan's Pillar ?⁽²⁾
Who was Zenobia ?⁽²⁾
Conversion of Constantine.⁽²⁾
3. Give four periods of the Middle Ages and characteristics of each.⁽²⁾
Causes of the rapid decline of the kingdoms of the Goths.⁽²⁾
4. Give an account of Belisarius.⁽²⁾
Give a summary of the religious teachings of Mahomet.⁽²⁾
When was the first battle of Poitiers fought, and what was decided by it ?⁽²⁾
What was the extent of Charlemagne's empire, and when was he crowned emperor ?⁽²⁾
5. Name the kings of England in order from 1066 to 1415.⁽²⁾
How was feudalism affected by the crusades ?⁽²⁾
What sovereigns joined in the Third Crusade ? Give a summary of its results.⁽²⁾

LATIN.

Third Class.

1. Translate—
Is, Marco Messala et Marco Pisone consulibus, regni cupiditate inductus
conjuracionem nobilitatis fecit et civitati persuasit, ut de finibus suis
cum omnibus copiis exirent ; perfacile esse, quum virtute omnibus
praestarent, totius Galliae Imperio potiri. (10)
2. Give two renderings of *ut exirent*, and explain the syntax of *esse*, *virtute*,
omnibus, *imperio*. Agreement of *perfacile*.
In the passage above change indirect to direct discourse. Inflect *totius*.
Name nine adjectives similarly inflected. (10)

3. Translate—

Ubi de ejus [Caesaris] adventu Helvetii certiores facti sunt, legatos ad eum mittunt, nobilissimos civitatis, cujus legationis Naméius et Verudoctius principem locum obtinebant, qui dicerent, sibi esse in animo sine ullo maleficio iter per provinciam facere, propterea quod aliud iter haberent nullum, rogare, ut ejus voluntate id sibi facere liceat. ⁽¹⁰⁾

4. Explain the idiom *certiores facti sunt*. Explain the subjunctive in *qui dicerent*. Syntax of *esse*.

What is denoted by the position of *nullum*?

What is the subject of *liceat*? Why subjunctive? ⁽¹⁰⁾

5. Translate—

Aedui, quum se suaque ab iis defendere non possent, legatos ad Cæsarem mittunt rogatum auxilium: Ita se omni tempore de populo Romano meritos esse, ut paene in conspectu exercitus nostri agri vastari, liberi eorum in servitutem abduci, oppida expugnari non debuerint. ⁽¹⁰⁾

6. Syntax of *quum, rogatum, tempore*. Why the infinitive *meritos esse*? Force of *vastari*.

Apply the rules for the sound of the vowels, and mark the accent in the following words: *amicus, consulem, provincia, debuerint*.

7. Translate—

Quibus rebus cognitis, quum ad has suspiciones certissimae res accederent, quod per fines Sequanorum, Helvetios transduxisset, quod obsides inter eos dando curasset, quod ea omnia, non modo injussu suo et civitatis, sed etiam inscientibus ipsis, fecisset, quod a magistratu Aedui accuseretur, satis esse causae arbitrabatur, quare in eum aut ipse animadverteret, aut civitatem animadvertere juberet. ⁽¹⁰⁾

8. To what does *certissimae res* refer?

Compare *certissimae*. Syntax of *ea, injussu, causae*. Rules for subjunctives. ⁽¹⁰⁾

9. Translate—

Quamobrem placuit ei, ut ad Ariovistum legatos mitteret, qui ab eo postularent, uti aliquem locum medium utriusque⁽¹⁾ colloquio diceret; velle esse de re publicâ et summis utriusque rebus cum eo agere. ⁽¹⁾

10. Principal parts of *placuit, agere, velle*.

Explain the subjunctives. Syntax of *ei, utriusque*,⁽¹⁾ *sese*.

Give the synopsis of *agere* in the three systems. ⁽¹⁰⁾

VIRGIL.

Junior Class.

1. Give the incidents connected with the following events: Founding of Carthage; Death of Priam; Disappearance of Creusa; The Trojan's Adventure with the Harpies; Death of Dido.

2. Translate—

* * * * "Coram, quem quaeritis, adsum,
Troius Aeneas, Libycis ereptus ab undis.
O sola infandos Trojae miserata labores,
Quae nos, reliquias Danaûm, terraeque marisque

Omnibus exhaustos jam casibus, *omnium* egenos,
 Urbe, domo socias; grates persolvere dignas
 Non *opis est* nostrae, Dido, nec *quidquid* ubique est
 Gentis Dardaniae, magnum quae sparsa per orbem.
 Dī tibi, si qua pios respectant numina, si *quid*
 Usquam iustitia est et mens sibi conscia recti,
 Praemia digna ferant."

3. Syntax of italicized words. Explain the meaning of *casus* from its derivation. Synonyms of *egenos* with distinctions of meaning. Reasons for the mood of *respectant*; of *ferant*. Derive five English words from words in the extract.

4. Translate—

* * * et vereor, quo se Junonia vertant
 Hospitia; haud tanto cessabit cardine rerum.
 Quocirca capere ante dolis et cingere flamma
 Reginam meditor.
Qua facere *id* possis, nostram nunc accipe mentem;
 Regius accitu cari genitoris ad urbem
 Sidoniam puer ire parat, mea maxima cura.
 Tu faciem illius *noctem* non *amplius* unam
 Falle dolo.

5. Syntax of italicized words. Principal parts of *vereor*, *cingere*, *falle*. What irregularities in their formation? What is meant by *Junonia hospitia*? Explain the force of *cardine* in its English derivatives.

6. Si quando Thybrim vicinaque Thybridis arva
 Intraro, gentique meae data moenia cernam
 Cognatas *urbes* olim populosque propinquos,
 Epiro, Hesperia, *quibus* idem Dardanus auctor
 Atque idem casus, unam faciemus *utramque*
 Trojam animis; maneat nostros ea cura nepotes.

Syntax of italicized words. Inflect the present and future indicative of *faciemus* in both voices: give the infinitive and imperative in both voices, and all the participles of the verb.

7. Who was *Palinurus*? *Aurora*? Distinguish between *pateo* and *patesco*. Compare *propior*. Derive *armisonae*, *navifragum*, *lanigerae*, *legiferae*, *sonipes*. Synonyms of *saxum* with distinctions of meaning.

8. Translate—

* * * * *O luce* magis dilecta sorori,
 Solane perpetua maerens carpere juvena?
Id cinerem aut manes credis curare sepultos?
 Esto, aegram nulli quondam flexere mariti,
 Non *Lybiae*, non ante *Tyro*;
 * * * placitone etiam pugnabis *amori*?
 Nec venit in mentem, quorum consederis arvis?
 * * *Quid* bella *Tyro* surgentia dicam,
 Germanique minas?

Syntax of italicized words. Parse *carpere*, *flexere*, *venit*, *consederis*.

9. Translate—

Me si fata meis paterentur ducere vitam
 Auspiciis et sponte mea componere curas,
 Urbem Trojanam primum dulcesque meorum
 Reliquias colerem, Priami tecta alta manerent,
 Et recidiva manu posuissem Pergama victis.

Derive *tecta*. Give its synonyms with distinctions of meaning. Explain the subjunctives.

10. Scanning, with application of rules.

FRENCH.

Fourth Class.

1. What are the principal parts of a French verb?
What parts of the verb are formed from each of these?
2. Write the synopsis of *venir*.
3. Write the synopsis of *trouver*.
4. Inflect the present indicative of *faire, dire, venir, chanter, and envoyer*.
5. Translate—
Souverains, rendez les peuples heureux.
Alexandre conquiert une grande partie de l'Asie.
Elle reviendra ce soir de la ville.
Vous ne savez pas votre leçon.
Faites plus d'attention à votre écriture.
6. Parse the verbs in the above sentences.
7. Translate—
La charité est la plus grande de toutes les vertus chrétiennes.
On dit que je suis fils d'Achille.
L'argent donne à une femme du crédit, des amis, de la naissance, et de la beauté.
Pour bien écrire, il faut de bonne encre, de bonnes plumes, et de bon papier.
La Touraine est le jardin de la France.
8. Account for the article with *charité*.
Explain the absence of the article with *fils*.
Explain the article used with each noun in the third sentence.
Explain *de* in the fourth.
Explain the articles in the fifth.
9. Write in French—
Do the children receive a letter from their mother?
Has he given my sister the book which you were reading?
He returns to school in the afternoon.
Their young sisters have flattered themselves.
An ungrateful son will abandon his father and mother.
10. Reading for pronunciation.

ALGEBRA.

Third Class.

1. Explain the significance of a positive, a negative and a positive fractional exponent.
Define homogeneous quantities; a radical; a rational quantity; an irrational quantity; a quadratic equation.
What principles govern transposition?
State the law which governs changing the signs of fractions.
2. Reduce $\frac{(1+x)^2}{(1-x^2)^2}$ and $\frac{3m^2n-3n^2}{12m^2n^2+24mn^2+12n^4}$ to lowest terms.

3. Express in integral form $\frac{x^2(a+b)^3}{x^3a(a-b)^3}$.

Reduce to fractional form $1 - 2x - \frac{4x-4}{1+x}$

4. From $\frac{5}{2(x+1)} - \frac{1}{10(x-1)}$ take $\frac{24}{5(2x+3)}$

Divide $m^4 - n^4$ by $m + \frac{1}{n}$.

5. Expand by French's theorem $\left(1 - \frac{5x}{2}\right)^6$.

Expand by Newton's theorem $(x+y)^{\frac{1}{2}}$, writing four terms of the series.

6. Simplify $(a-b)\sqrt[4]{(a^2-b^2)}(a-b)$.

Introduce under the radical sign the co-efficient of $\frac{1}{2}\sqrt[3]{3}$.

7. Add $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{4}$.

From $\frac{1}{4}\frac{1}{3}$ take $-\frac{1}{2}\frac{1}{3}$.

8. Multiply $\sqrt[4]{2ax}$ by $\sqrt[3]{ax^2}$, and $3\sqrt[4]{5} + 2\sqrt[4]{6} - 2$ by $2\sqrt[4]{5}$.

Divide $\frac{1}{2}\sqrt[4]{5}$ by $\frac{1}{2}\sqrt[4]{10}$ and $\sqrt[4]{ab^2x-b^2cx}$ by $\sqrt[4]{a-c}$.

9. Given $\frac{\sqrt[4]{1+x}}{\sqrt[4]{2-\sqrt{x}}} = \frac{\sqrt[4]{2+\sqrt{x}}}{\sqrt[4]{4+x}}$ to find the value of x .

Given $\frac{3\sqrt[4]{x-4}}{\sqrt{x+2}} = \frac{3\sqrt[4]{x+15}}{\sqrt{x+40}}$ to find the value of x .

10. Given $\begin{cases} x^2 + y^2 - x - y = 78 \\ xy + x + y = 39 \end{cases}$ to find the values of x and y .

Given $(x+a)^{\frac{1}{2}} + 2b(x+a)^{\frac{1}{2}} = 3b^2$ to find the values of x and y .

HIGHER ALGEBRA.

1. Define continuous and discontinuous number, calculus, imaginary quantities, ratio of greater and less inequality, and harmonic mean.

2. Multiply $x^3 + 2x - 4$ by $x^2 - 1$, using detached co-efficients. (10)

3. Divide $x^6 - 5x^5 + 15x^4 - 24x^3 + 27x^2 - 13x + 5$ by $x^4 - 2x^3 + 4x^2 - 2x + 1$, synthetically. (10)

4. Expand by the binomial formula: $\sqrt[4]{a^2 - a^2e^3}$ and $\frac{1}{\sqrt[4]{1+x^2}}$ (10)

5. Extract the square root of $57 + 12\sqrt{15}$. (10)

6. Solve the following equation: $\frac{a+x+\sqrt{2ax+x^2}}{a+x+\sqrt{2ax+x^2}} = b^3$. (10)

7. Find the modulus of $5-3\sqrt{-1}$ and $5+3\sqrt{-1}$. (10)

8. Divide $1 + \sqrt{-1}$ by $1 - \sqrt{-1}$, and add $\frac{a+\sqrt{-b}}{a+\sqrt{-b}}$ and $\frac{a-\sqrt{-b}}{a+\sqrt{-b}}$. (10)

9. Prove, that if x be to y in the duplicate ratio of a to b , and a to b in the sub-duplicate ratio of $a+x$ to $a-y$, then will $2x : a = x-y : y$. (10)

10. If $a+b$ varies as $a-b$, prove that a^2+b^2 varies as ab . (10)

GEOMETRY.

Junior Class.

1. Define a rhombus; an angle inscribed in a segment; similar arcs, sectors, and segments; a regular polygon; a prism; a parallelopiped; a polyedron. ⁽¹⁹⁾
2. Draw the diagonals of a parallelogram. Derive and demonstrate a proposition. ⁽¹⁹⁾
3. Let two circumferences touch each other. Demonstrate a result. ⁽¹⁹⁾
4. Draw a common tangent to two given circles. ⁽²⁰⁾
5. Inscribe a regular decagon in a given circle. ⁽²⁰⁾
6. Show what ratio exists between any two rectangular parallelipeds. ⁽²⁰⁾

TRIGONOMETRY.

1. Write the rules for multiplying, dividing, raising to powers, and extracting roots by means of logarithms. ⁽¹⁹⁾
2. Derive a method of reducing the functions of the arc, to the radius 1, to corresponding functions, to the radius R. ⁽¹⁸⁾
3. Write the twelve formulas used in the solution of right-angled triangles, and mention the four cases which may arise in their application. ⁽¹⁹⁾
4. Given the three sides of an oblique-angled triangle, to find the remaining parts: demonstrate. ⁽¹⁸⁾
5. Write the fourteen formulas which express the relations between the circular functions of any arc. ⁽¹⁸⁾
6. Write six formulas for particular values of certain functions. ⁽¹⁹⁾
7. Write the principles for expressing the values of the functions for the sum and difference of arcs. ⁽¹⁸⁾
8. Write the rules for the algebraic signs of the circular functions in the different quadrants. ⁽¹⁹⁾

GERMAN.

Fourth Class.

1. Give the number of declensions of German nouns according to Otto's Grammar.

Give the characteristics of nouns of each declension.

Rule for dative plural of all declensions.

State how the vocative in each number is formed.

Rule for feminine substantives in the singular.

2. Decline with its proper definite article each of the following nouns, state to which declension it belongs, and translate the nominative plural of each:—*Sammer, Regent, Apfelbaum, Banf, Amt.*

3. Translate:—*I see the roofs of the houses.*—*Two days ago.*—*Your aunt is my neighbor.*—*No rose without thorns.*—*The more the better.*

Give rules for italicized words.

4. Give the gender of *Kloster*, *Kupfer*, *Stahl*; feminine of *der Graf*, *der Mann*; plural of *Kaufmann*, *Seemann*.

5. Give genitive plural of *der Löffel*, *der Pantoffel*, *der Fürst*, *der Stuhl*, *der Fluss*; double plural of *das Band* and their meanings.

6. Decline personal pronouns of the first, second and third persons, singular and plural.

Translate:—Is it I? It is we! He dresses himself.

7. Translate:—*Gefunden*.

Ich ging im Walde so für mich hin,
Und Nichts zu suchen, das war mein Sinn.
Im Schatten sah ich ein Blümchen steh'n,
Wie Sterne leuchtend, wie Auglein schön.
Ich wollt' es brechen, da sagt' es fein:
„Soll ich zum Besten gebrochen sein?“
Ich grub's mit allen den Wurzeln aus;
Zum Garten trug ich's am hübschen Haus,
Und pflanzt' es wieder am stillen Ort;
Nun wächst es wieder und blüht fort.

8. Translate:—I was in the street during the rain.—Before dinner.—The count was at home at three o'clock.—The rose is the finest flower.—This mountain is high, it is the highest in this country.

9. Compare *gut*, *hoch*, *viel*.

Give the first person singular of all the tenses, active and passive, of the verb *loben*, indicative and subjunctive moods.

Translate:—I have bought 46 pounds of sugar and 90 pounds of coffee.—Show me three kinds of paper, blue, green and brown.—He died on the 25th of February, 1876.

10. Reading for pronunciation.

GERMAN.

Third Class.

1. Give the number of irregular verbs. The number of their conjugations, and their characteristics.

Give the principal parts of a verb of each of these conjugations.

State how the passive voice of regular active verbs is formed, and give an example.

Give the number of classes of German pronouns, and name them.

Use correctly in German sentences the expressions in *der Schule*, in *die Schule*—*des Abends*, *den Abend*.

Translate:—This book is much read.—Mr. Brown is arrived.—Pray present me to your friend.—Gestern soll Jemand im Walde umgebracht worden sein.—Die Mädchen sind in den Garten gegangen, um nach ihren Blumen zu sehen.

Give the declension of *Jemand*.

2. Translate:—Where does the letter come from?—You may go home.—I could open the door neither from within nor from without.—The next time I shall be home betimes.—The plan which we had made has completely failed.

Give rule for adverbs of time and adverbial expressions when beginning a sentence.

3. Translate:—Der König.

Kun, mein Eben Bild,
Erscheinst Du wie die Taube mit dem Oelzweig?
Dein Angesicht ist ernsthaft und verschlossen
Wie Deine Kunst. Nicht lesen kann ich dessen
Geheime Charaktere. Sprich!

Parse the spaced words.

Give the principal parts of schreiben, danken, bist, erhielten, empfangen, besaßest.

4. Translate:—

Ich schritt aus meines Vaters Haus
Voll Unruh' ins Gebirg hinaus,
Sah Finsterniß mich rings umstricken,
Da öffnete endlich sich ein Thal,
Ein Garten, schön und kühl zumal,
Und dieses Haus zeigt sich vor meinen Blicken.

5. Doch hier war's still, kein munterer Chor
Von Vogelsang schlug an mein Ohr,
Ich sah nicht Menschen wirken hier und weben
Und überall, wohin ich sah,
Lag tiefes Schweigen fern und nah,
Kein Lächeln schien im leisen Hauch zu leben.

6. Write and translate two stanzas of any German poem.

7. Translate:—Gefunden.

Ich ging im Walde so für mich hin,
Und Nichts zu suchen, das war mein Sinn.
Im Schatten sah ich ein Blümchen stehn,
Wie Sterne leuchtend, wie Augenlein schön.
Ich wollt' es brechen, da sagt' es fein:
„Soll ich zum Welken gebrochen sein?“
Ich grub's mit allen den Würgelein aus;
Zum Garten trug ich's am hübschen Haus
Und pflanzte es wieder am stillen Ort;
Nun wächst es wieder und blüht so fort.

8. Translate:—A new plant was much admired.—Many soldiers have been killed in the last battle.—The most diligent pupils will be the most praised.—The father loves his children, and he is loved by them.—The city of Rome is very old.—America lies towards the west.

9. Translate:—Leihen Sie mir einige Federn, ich muß einige Briefe schreiben.—Hier ist das Buch, dessen Verfasser Sie so sehr verehren.—Die Erde und der Himmel sind das Werk Gottes.—Es scheint mir, als ob ich diesen Herrn schon gesehen hätte.

10. Read for pronunciation.

ANNUAL EXAMINATION IN MUSIC.

APRIL, 1876.

To take place as nearly as possible on the regular days for music, commencing March 31.

The Annual Test exercise in sight singing will be placed on the black-board by the vocal instructor. The scholars will also be examined by their respective teachers in strict conformity with the following

RULES.

Scholars examined from the Music Reader are not to be informed of the exercises to be read, or allowed to practice on them previous to examination.

Scholars not to be examined continuously on the same exercise or question.

Scholars not to be allowed to correct mistakes in reading.

Scholars who hesitate in reading may be prompted, but such hesitations must count as failures.

Scholars having a written examination, will form the measures in advance, music to be written only on one side of the paper; lead pencil to be used in writing.

Scholars must complete written exercises at one sitting, *each alteration or erasure* to count a failure. The syllables must be written over the notes at right angles with the Staff, and the letters underneath. Rubber and rulers to be discarded.

Perfect recitations to be marked 100.

Each failure to count as follows: 1st grade, 6 off; 2d grade, 3 off; 3rd grade, 1 off; 4th grade, $\frac{1}{2}$ off; 5th grade, $\frac{1}{4}$ off; 6th grade, $\frac{1}{8}$ off.

SCHEME.

ROOM 1.—Will sing a single part exercise of 16 measures, Key of C, double time, *with quarter notes and half notes*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 18, by syllable, Exercises 136 to 142 inclusive, looking over the teacher.

ROOM 2.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter notes and dotted half notes*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapters 24 and 25, exercises 146 to 157 inclusive, looking over the teacher.

ROOM 3.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter, half and dotted half notes, slur, extension of scale, quarter rests*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable and letter, Exercises 237 to 245 inclusive.

ROOM 4.—Will sing a single part exercise of 16 measures, Key of C, quadruple time, embracing all points previously introduced, *with addition of whole note, thirds, repeat*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 45, by syllable and letter, Exercises 324 to 332 inclusive.

ROOM 5.—Will sing a single part exercise of 16 measures, Key of G, triple time, embracing all previous points *with addition of eighth notes*. Scholars

copy the same, writing over each note its appropriate syllable, and under each note its appropriate letter. Time for writing limited to 20 minutes.

ROOM 6.—Will sing a single part exercise of 16 measures, Key of D, quadruple time, embracing all previous points, *with addition of third with eighth notes*. Scholars to copy the same, writing syllables and letters. Time for writing limited to 20 minutes.

ROOM 7.—Will sing a two part exercise of 12 measures on Treble Clef, Key of A, $\frac{3}{4}$ time, embracing all previous points, *with addition of fourths with quarter notes*. Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

ROOM 8.—Will sing a two part exercise of 8 measures on Treble and Bass Clef, Key of E, $\frac{3}{4}$ time, embracing all previous points, *with addition of fourths with eighth notes, fifths with quarter notes*. Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

ROOM 9.—Will sing a three part exercise of 12 measures, Soprano, Alto and Bass, Key of F, $\frac{3}{4}$ time, embracing all previous points, *with addition of fifths with sixteenth notes, sixths with eighth notes*. Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 10.—Will sing a three part exercise of eight measures, Soprano, Alto and Bass, in the Key of B, $\frac{3}{4}$ time, embracing all previous points *with addition of sixth with sixteenth notes, sevenths with eighth notes, triplets*. Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 11.—Will sing a four part exercise of eight measures, Soprano, Alto, Tenor and Bass, Key of E flat, $\frac{3}{4}$ time, embracing all previous points, *with addition of octaves, half beats, and two notes of different values to same beat*. Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

ROOM 12.—Will sing a four part exercise of eight measures, Soprano, Alto, Tenor and Bass, Key of A flat, $\frac{3}{4}$ time, embracing all previous points, *with addition of double dot and accidentals*. Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

Each scholar will also answer *five* questions from the "Definitions Reviewed" of their respective grade in the Music Reader.

Teachers of rooms which are to sing two or more parts, will assign the parts, and make all necessary arrangements for seating the scholars who are to sing together, in advance of the exercise.

Teachers will ascertain the average results of examination in their respective rooms, and report to the principal previous to April 21st, 1876.

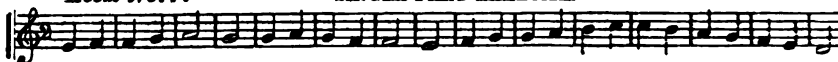
Principals of schools will incorporate the averages thus obtained with the averages of other studies considered in reference to promotion.

The examination in music of candidates for the High School will be conducted by the vocal instructor in person.

TEST EXERCISES IN SIGHT-SINGING.

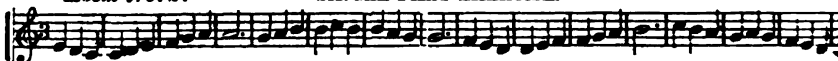
Room No. 1.

SINGLE PART EXERCISE.



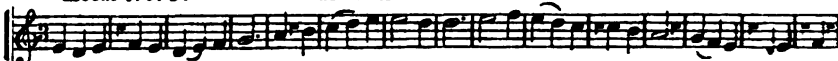
Room No. 2.

SINGLE PART EXERCISE.



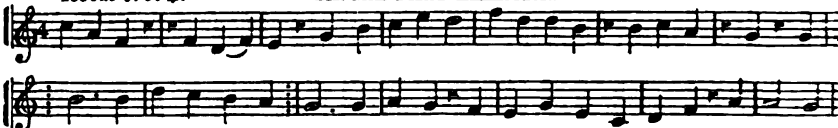
Room No. 3.

SINGLE PART EXERCISE.



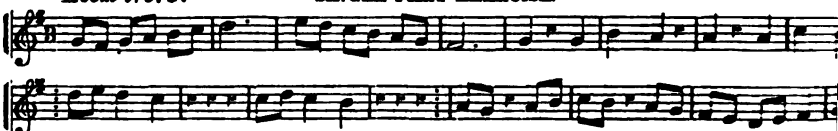
Room No. 4.

SINGLE PART EXERCISE.



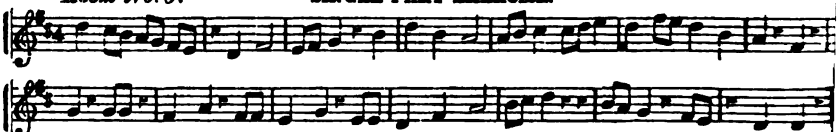
Room No. 5.

SINGLE PART EXERCISE.



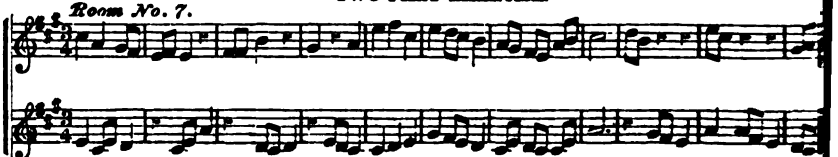
Room No. 6.

SINGLE PART EXERCISE.



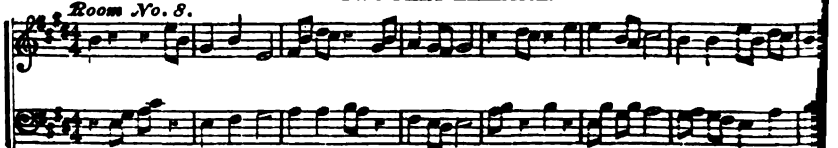
Room No. 7.

TWO PART EXERCISE.



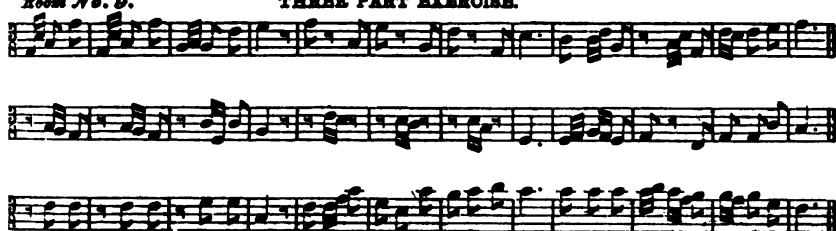
Room No. 8.

TWO PART EXERCISE.



Room No. 9.

THREE PART EXERCISE.



Room No. 10.

THREE PART EXERCISE.



Room No. 11.

FOUR PART EXERCISE.

SOPRANO. *Unison.*

ALTO. *Unison.*

TENOR. *Unison.*

BASS. *Unison.*

Room No. 12.

FOUR PART EXERCISE.

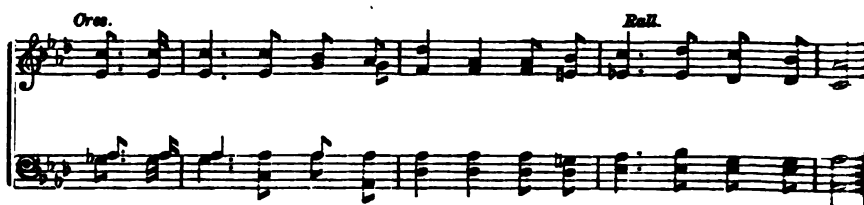
SOPRANO.

ALTO.

TENOR.

BASS.

HIGH SCHOOL



EXPLANATORY.

Column **A** indicates the number of the several rooms in each school.

Column **B** shows the average result of yearly examinations in the theory of Music, by the regular teachers.

Column **C** contains the marks of the Vocal Instructor on the foregoing yearly test exercises in sight singing, 10 being the highest mark given.

Column **D** exhibits the total number of credits which each room has received from the Vocal Instructor during the entire year. Highest number attainable, 200.

Column **E** contains the number of scholars in each room who are able to stand alone and sing exercises at sight from the black-board.

Column **F** contains the number of scholars in each room who are unable to sing the scale of eight sounds correctly.

REPORT.

Webster.						Eaton.						Dwight.						Wooster.					
A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
1 88	10	184	5	3		1 80	9	185	14	7		1 93	10	184	5	1		1 96	10	171	7	6	
2 95	9	186	5	1		2 93	10	189	19	0		2 92	10	187	8	1		2 91	9	169	6	0	
3 78	7	163	7	0		3 96	10	187	5	0		3 92	9	165	7	0		3 93	9	172	8	2	
4 85	9	173	10	0		4 98	10	189	11	0		4 86	7	163	6	1		4 85	9	173	14	1	
5 85	9	171	6	0		5 84	9	172	5	0		5 80	10	194	7	0		5 81	7	165	6	3	
6 87	8	164	8	2		6 85	9	171	16	0		6 100	10	196	12	1		6 86	10	170	12	0	
7 82	7	154	6	0		7 76	5	137	5	2		7 74	7	175	9	0		7 97	10	174	6	0	
8 86	9	157	4	0		8 86	7	170	10	3		8 78	5	175	10	0		8 98	10	172	6	1	
9 85	7	155	2	2		9 95	8	175	12	3		9 95	10	193	11	1		9 96	7	150	10	2	
10 95	8	160	3	1		10 94	7	160	13	2		10 86	10	193	10	0		10 98	8	162	7	2	
11 96	8	158	10	1		11 95	9	178	12	3		11 96	9	180	6	1		11 99	9	179	15	0	
12 92	8	164	10	1		12 95	9	171	12	0		12 93	10	179	11	0		12 99	10	175	16	1	
Hamilton Street.						Skinner.						Washington.						Woolsey.					
A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
1 86	10	194	14	2		1 62	9	182	8	6		1 93	9	172	5	1		1 91	10	184	16	0	
1 78	9	132	8	5		2 79	10	179	8	3		2 90	10	173	6	0		2 85	10	185	11	0	
2 72	9	179	12	0		3 92	8	180	5	1		3 93	9	162	5	3		3 90	9	173	9	0	
3 99	10	185	16	1		4 97	10	186	13	0		4 98	10	161	1	0		4 90	5	158	4	1	
4 90	9	182	8	1		5 96	8	170	8	0		5 91	9	164	5	0		5 91	8	158	5	3	
5 86	9	184	2	1		6 84	10	176	10	0		6 73	9	176	8	1		6 95	5	149	3	0	
6 74	8	183	9	1		7 99	10	187	14	1		7 84	9	176	13	0		7 90	8	176	4	1	
7 93	9	185	12	0		8 94	8	177	12	3		8 85	10	176	18	2		8 90	10	182	7	4	
8 94	10	186	12	0		9 94	10	190	15	2		9 94	8	170	12	0		9 97	9	175	10	1	
9 96	10	190	15	0		10 92	10	187	12	4		10 87	10	179	16	0		10 96	8	161	6	1	
10 98	9	190	15	0		11 94	8	169	12	0		11 98	10	181	10	1		11 98	8	169	8	2	
11 99	9	169	14	1		12 97	9	176	9	0		12 97	10	178	9	0		12 98	10	174	10	6	
12 98	8	161	4	1																			
Division Street.						Oak Street.						West Street.						Edwards Street.					
A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
1 97	9	178	13	2		1 90	9	185	6	4		1 81	10	164	4	4		1 83	9	155	5	2	
2 95	8	181	4	0		2 97	10	190	11	2		2 75	9	153	3	4		2 91	6	149	6	0	
3 77	9	180	8	2		3 92	8	183	8	2		3 83	9	152	3	3		3 87	5	144	1	2	
4 93	10	183	13	0		4 83	9	189	18	0		4 93	7	151	2	0		4 84	5	158	5	1	

Cedar Street Tr.						Dixwell Avenue.						Grand Street.						Fair Street, Tr.					
A	C	D	E	F		A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
1 82	10	172	6	3		1 87	10	176	13	2		1 90	9	184	5	1		1 97	10	190	9	1	
2 74	8	171	5	1		2 89	9	170	9	1		2 98	10	190	8	0		2 92	8	192	3	0	
3 92	8	171	7	0		3 94	8	170	13	0		3 96	10	192	8	0		3 90	10	188	8	0	
4 83	8	174	11	0		4 89	7	177	5	1		4 99	10	195	10	0		4 96	10	194	14	0	
5 97	9	154	6	0		5 71	9	174	11	1		5 97	5	117	4	1							
6 76	8	154	6	0		6 82	10	176	8	0		8 88	5	118	0	4							
7 93	5	143	7	0		7 93	9	179	10	2													
8 93	10	170	8	0																			
High School.						German-English						Fair Street, Ung.						Carlisle Street.					
1—	10	194	—	6		1 82	9	182	9	4		1 80	10	188	5	2		1 93	9	177	11	2	
						2 92	6	171	6	0		2 96	9	193	7	0		2 93	10	175	6	3	
																		3 97	10	187	10	3	

Number of Rooms marked perfect in sight singing, 52.

Total number (exclusive of High School) able to sing alone at sight, 1251.

Total number unable to sing the scale of eight sounds, 181.

The following rooms have received 190 Credits and upwards during the year. Highest number attainable, 200.

Dwight	School,	Room 6,	Emma E. Lincoln,	Teacher,	196 Credits.
Grand Street	"	"	4, Mary Kilbride,	"	195 "
High	"	"	Vocal Instructor,	"	194 "
Fair St. Training	"	"	4, Martha B. Fields,	"	194 "
Hamilton Street,	"	"	4, Cyril Welsh,	"	194 "
Dwight	"	"	5, Gertrude L. Cooper,	"	194 "
Fair St. Ungraded,	"	"	2, Emily A. Wildman,	"	193 "
Dwight	"	"	10, Harriet E. Judson,	"	193 "
"	"	"	9, Clara I. Bradley,	"	193 "
Fair St. Training	"	"	2, Sarah A. Wilcox,	"	192 "
Grand Street	"	"	3, Mary Kilbride,	"	192 "
Fair St. Training	"	"	1, Emily J. Farnsworth,	"	190 "
Grand Street	"	"	2, Hortense Darling,	"	190 "
Oak Street	"	"	2, Mary J. Alden,	"	190 "
Skinner	"	"	9, Ann E. Loper,	"	190 "
Hamilton Street	"	"	10, Arsenius Caden,	"	190 "
"	"	"	9, Celestine Wall,	"	190 "

Average number of Credits which each School has received during the year from the Vocal Instructor.

High School,.....	194	Carlisle Street,.....	179	Wooster,	169
Fair Street Training,.....	191	Hamilton Street,.....	179	Webster,	166
Fair Street Ungraded,.....	191	German-English,	177	Grand Street,.....	166
Oak Street,	187	Eaton,	174	Cedar Street Training,.....	164
Dwight,	182	Dixwell Avenue,.....	174	West Street,.....	155
Division Street,	181	Washington,	172	Edwards Street,.....	152
Skinner,	180	Woolsey,	169		

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1876-77.

MONDAYS. A. M. Wooster School. P. M. High School.		ALTERNATE MONDAYS. A. M. Hamilton School. P. M. High School.	
September 4, 18.	February 5, 19.	September 11, 25.	February 12, 26.
October 2, 16, 30.	March 5, 19.	October 9, 23.	March 12, 26.
November 13, 27.	April 2, 16.	November 6, 20.	April 9, 23.
December 11.	May 7, 21.	December 4, 18.	May 14, 28.
January 8, 22.	June 4, 18.	January 15, 29.	June 11, 25.
TUESDAYS. A. M. Webster School. P. M. Edwards Street School.		ALTERNATE TUESDAYS. A. M. Carlyle & Cedar St. Schools. P. M. Grand Street School.	
September 19.	February 13, 27.	September 12, 26.	February 6, 20.
October 3, 17, 31.	March 13, 27.	October 10, 24.	March 6, 20.
November 14, 28.	April 10, 24.	November 7, 21.	April 3, 17.
December 12.	May 15, 29.	December 5, 19.	May 8, 22.
January 2, 16, 30.	June 12, 26.	January 9, 23.	June 5, 19.
WEDNESDAYS. A. M. Washington School. P. M. German & Fair St. Tr. Schools.		ALTERNATE WEDNESDAYS. A. M. Eaton School. P. M. West and Oak Street Schools.	
September 20.	February 14, 28.	September 13, 27.	February 7, 21.
October 4, 18.	March 14, 28.	October 11, 25.	March 7, 21.
Nov. 1, 15, 29.	April 11, 25.	November 8, 22.	April 4, 18.
December 13.	May 16, 30.	December 6, 20.	May 9, 23.
January 3, 17, 31.	June 13, 27.	January 10, 24.	June 6, 20.
THURSDAYS. A. M. Dwight School. P. M. High School.		ALTERNATE THURSDAYS. A. M. Skinner School. P. M. High School.	
September 7, 21.	February 8, 22.	September 14, 28.	February 1, 15.
October 5, 19.	March 8, 22.	October 12, 26.	March 1, 15, 29.
November 2, 16.	April 5, 19.	November 9, 23.	April 12, 26.
December 7, 21.	May 10, 24.	December 14.	May 17, 31.
January 11, 25.	June 7, 21.	January 4, 18.	June 14, 28.
FRIDAYS. A. M. Woolsey School. P. M. City Point School.		ALTERNATE FRIDAYS. A. M. Dixwell Avenue School. Division Street School.	
September 8, 22.	February 9, 23.	Sept. 6, 15, 29.	February 2, 16.
October 6, 23.	March 9, 23.	October 13, 27.	March 2, 16.
November 3, 17.	April 13, 27.	November 10, 24.	April 6, 20.
December 8, 22.	May 18.	December 15.	May 11, 25.
January 12, 26.	June 1, 15, 29.	January 5, 19.	June 8, 22.

Yearly Examination in Music, April 2 to April 13, inclusive.

EXTRA LESSONS.

Woolsey School, Monday P. M., October 23.

Dixwell and Division St. Schools, Wednesday A. M., September 6.

German and Fair Street Schools, Monday P. M., November 27.

" " " Thursday P. M., December 21.

REPORT ON DRAWING, BY LOUIS BAIL,

FOR THE THREE TERMS OF THE YEAR.

The figures represent the value of the work done in each room, 10 being the maximum, indicating perfect work.

N. B.—Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

ROOMS.	No. 12.	No. 11.	No. 10.	No. 9.	No. 8.	No. 7.	No. 6.	No. 5.	No. 4.	No. 3.	No. 2.	No. 1.	No. 24.	No. 14.
TERMS.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.
Webster, -----	9 10 10	8 9 8	8 9 9	7 8 9	8 9 8	7 8 8	8 9 8	7 8 8	7 8 7	8 9 7	7 8 8	8 9 8	-----	-----
Oak, -----	10 10 10	10 10 9	8 8 10 10	9 8 9	8 8 7	8 8 7	8 9 9	9 9 8	8 9 9	8 8 8	8 9 9	7 8 6	-----	-----
Eaton, -----	10 10 10	10 10 8	9 8 9	9 8 9	9 10 9	8 8 8	9 10 10	9 10 9	8 9 8	8 9 8	9 10 9	8 9 8	10 10 10	9 10 9
Wooster, -----	10 10 10	10 10 9	10 10 9	9 10 9	8 8 8	8 8 8	8 9 8	9 10 9	8 9 8	8 9 8	7 8 7	7 8 7	-----	-----
Hamilton, -----	10 10 10	10 10 9	10 10 9	9 10 9	8 8 8	8 8 8	8 9 7	9 9 8	9 9 8	9 10 9	8 9 8	8 9 8	-----	7 8 7
Fair, Ungraded, -----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7 8 8	7 8 8	-----	-----
Fair, -----	-----	-----	-----	-----	-----	-----	-----	-----	9 10 10	9 10 10	9 10 10	9 9 8	-----	-----
German-English, -----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7 8 7	7 8 7	-----	-----
Dwight, -----	10 10 10	10 10 10	10 9 10 10	9 10 10	9 10 9	8 9 8	9 10 10	10 10 9	8 9 8	8 9 8	8 9 8	7 8 7	-----	-----
Dixwell, -----	-----	-----	-----	-----	-----	8 9 9	8 9 8	8 8 8	8 9 8	7 8 7	7 8 7	7 8 7	-----	-----
Division, -----	-----	-----	-----	-----	-----	-----	-----	-----	9 10 10	8 9 9	8 9 9	7 8 8	-----	-----
Orphan Asylum, -----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	7 7 7	-----	-----
Skinner, -----	10 10 10	8 9 9	9 9 9	9 10 9	8 9 8	8 9 8	8 9 8	8 9 8	8 9 8	8 9 8	8 8 8	7 8 7	-----	-----
Edwards, -----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7 8 7	7 8 7	-----	-----
Washington, -----	9 10 9	8 9 8	9 10 9	8 9 8	8 9 8	7 8 8	8 9 8	7 7 7	7 8 7	8 8 8	7 8 7	7 8 7	-----	-----
West, -----	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	8 8 8	8 8 8	7 8 7	-----	-----
Carlisle, -----	-----	-----	-----	-----	-----	-----	-----	-----	8 8 8	8 8 8	8 8 8	7 8 7	-----	-----
Cedar, -----	-----	-----	-----	-----	-----	-----	-----	-----	8 9 8	7 8 7	8 9 8	8 8 8	-----	-----
Woolsey, -----	9 10 9	9 10 9	10 10 9	8 9 8	8 8 7	8 9 8	7 8 8	8 8 8	8 8 8	8 9 8	7 8 7	7 8 7	-----	-----
Grand, -----	-----	-----	-----	-----	8 8 8	8 8 8	8 8 8	8 8 8	8 9 8	8 9 8	7 8 7	7 8 7	-----	-----

TIME TABLE FOR DRAWING INSTRUCTOR, 1876-77.

NOTE.—The highest degree of excellence in drawing will be indicated by ten. When an afternoon lesson is to be omitted on account of "single session," Prof. Ball should be notified *before one o'clock* of the same day.
 The following half days not assigned to any school may be employed where most needed to fill vacant half days: October 30, Nov. 24, Feb. 23, June 1, p. m.

MONDAY, A. M.		TUESDAY, A. M.		WEDNESDAY, A. M.		THURSDAY, A. M.		FRIDAY, A. M.	
Washington School		High School		Woolsey School		Hamilton School		Dwight School	
Sept. 4, 11.	Feb. 5, 12.	Sept. 5, 12.	Feb. 6, 13.	Sept. 6, 13.	Feb. 7, 14.	Sept. 7, 14.	Feb. 8, 15.	Sept. 8, 15.	Feb. 9, 16.
Oct. 2, 9, 30.	Mar. 5, 12.	Oct. 3, 10, 17.	Mar. 6, 13.	Oct. 4, 11.	Mar. 7, 14.	Oct. 5, 12.	Mar. 8, 15.	Oct. 6, 13.	Mar. 9, 16.
Nov. 6, 27.	Apr. 2, 9.	Nov. 1, 14.	Apr. 3, 10.	Nov. 1, 8, 20.	Apr. 4, 11.	Nov. 2, 9.	Apr. 5, 12.	Nov. 3, 10.	Apr. 6, 13.
Dec. 4, 11.	May 7, 14.	Dec. 5, 12.	May 8, 15.	Dec. 6.	May 9, 16.	Dec. 7, 14.	May 10, 17.	Dec. 8, 15.	May 11, 18.
Jan. 3, 15.	June 4, 11.	Jan. 2, 9.	June 5, 12.	Jan. 3, 10, 31.	June 6, 13.	Jan. 4, 11.	June 7, 14.	Jan. 5, 12.	June 8, 15.
Skinner School		High School		Wooster School		Webster School		Elston School	
Sept. 18, 25.	Feb. 19, 26.	Sept. 19, 26.	Feb. 20, 27.	Sept. 20, 27.	Feb. 21, 28.	Sept. 21, 28.	Feb. 22, 29.	Sept. 22, 29.	Feb. 23, 30.
Oct. 16, 23.	Mar. 19, 26.	Oct. 24, 31.	Mar. 20, 27.	Oct. 18, 25.	Mar. 21, 28.	Oct. 19, 26.	Mar. 22, 29.	Oct. 20, 27.	Mar. 23, 30.
Nov. 13, 20.	Apr. 16, 23.	Nov. 21, 28.	Apr. 17, 24.	Nov. 15, 22.	Apr. 18, 25.	Nov. 16, 23.	Apr. 19, 26.	Nov. 17, 24.	Apr. 20, 27.
Dec. 18.	May 21, 28.	Dec. 19.	May 22, 29.	Dec. 13, 20.	May 23, 30.	Dec. 21.	May 24, 31.	Dec. 22.	May 25.
Jan. 22, 29.	June 18, 25.	Jan. 16, 23, 30.	June 19, 26.	Jan. 17, 24.	June 20, 27.	Jan. 18, 25.	June 21, 28.	Jan. 19, 26.	June 22, 29.
MONDAY, P. M.		TUESDAY, P. M.		WEDNESDAY, P. M.		THURSDAY, P. M.		FRIDAY, P. M.	
Dix. Edw.		High School		High School		West Oak		Cedar. Fair.	
Sept. 4, 11.	Feb. 5, 12.	Sept. 5, 12.	Feb. 6, 13.	Sept. 6, 13.	Feb. 7, 14.	Sept. 7, 14.	Feb. 8, 15.	Sept. 8, 15.	Feb. 9, 16.
Oct. 2, 9.	Mar. 5, 12.	Oct. 3, 10, 17.	Mar. 6, 13.	Oct. 4, 11.	Mar. 7, 14.	Oct. 5, 12.	Mar. 8, 15.	Oct. 6, 13.	Mar. 9, 16.
Nov. 6, 13.	Apr. 2, 9.	Nov. 7, 14.	Apr. 3, 10.	Nov. 1, 8, 20.	Apr. 4, 11.	Nov. 2, 9.	Apr. 5, 12.	Nov. 3, 10.	Apr. 6, 13.
Dec. 4, 11.	May 7, 14.	Dec. 5, 12.	May 8, 15.	Dec. 6.	May 9, 16.	Dec. 7, 14.	May 10, 17.	Dec. 8, 15.	May 11, 18.
Jan. 8, 15.	June 4, 11.	Jan. 2, 9.	June 5, 12.	Jan. 3, 10, 31.	June 6, 13.	Jan. 4, 11.	June 7, 14.	Jan. 5, 12.	June 8, 15.
Grand Div. Grand Div.		High School		High School		Elm. Ger. City P. O. Carline		Cedar. Fair.	
Sept. 18, 25.	Feb. 19, 26.	Sept. 19, 26.	Feb. 20, 27.	Sept. 20, 27.	Feb. 21, 28.	Sept. 21, 28.	Feb. 22, 29.	Sept. 22, 29.	Feb. 23, 30.
Oct. 16, 23.	Mar. 19, 26.	Oct. 24, 31.	Mar. 20, 27.	Oct. 18, 25.	Mar. 21, 28.	Oct. 19, 26.	Mar. 22, 29.	Oct. 20, 27.	Mar. 23, 30.
Nov. 20, 27.	Apr. 16, 23.	Nov. 21, 28.	Apr. 17, 24.	Nov. 15, 22.	Apr. 18, 25.	Nov. 16, 23.	Apr. 19, 26.	Nov. 17, 24.	Apr. 20, 27.
Dec. 18.	May 21, 28.	Dec. 19.	May 22, 29.	Dec. 13, 20.	May 23, 30.	Dec. 21.	May 24, 31.	Dec. 22.	May 25.
Jan. 22, 29.	June 18, 25.	Jan. 16, 23, 30.	June 19, 26.	Jan. 17, 24.	June 20, 27.	Jan. 18, 25.	June 21, 28.	Jan. 19, 26.	June 22, 29.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Trans-ferred.	No. Tardy.	No. half days without		No. Tran- sate. cies.	Av. Age, Y. M.	Slig- ness.	Teachers.	
			Boys.		Girls.		D. Att.	Per ct.	Attendance or Tardiness.		Boys.	Girls.			All.	Absent				Tardy.	
			No. R.	Av. R.	Boys.	Girls.			No. R.	Tardy.											
HILLHOUSE	7	91	16	62	78	73.9	4.1	58.0	72.1	.976	692	46	347	94	79	17.8	---	7			
	6	48	5	28	33	31.7	3.9	26.1	30.0	.950	645	21	319	106	94	16.5	---	1			
	5	48	18	12	30	31.8	18.0	13.1	31.1	.978	281	39	272	264	185	16.5	---	1			
	4	48	35	38	73	37.7	17.6	18.7	36.3	.962	558	25	199	187	100	16.0	---	12			
	3	48	28	40	68	39.6	17.1	21.3	38.4	.969	467	22	248	192	149	15.4	---	30			
HIGH SCHOOL,...	2	48	40	39	79	39.6	14.1	24.2	38.3	.967	527	8	253	193	124	15.1	---	8			
	1	48	19	57	76	28.3	8.7	17.9	26.6	.940	651	49	243	166	111	15.7	---	---			
	TOTALS,	7	379	161	276	437	282.6	93.5	179.3	272.8	.965	3821	210	1881	1202	842	16.1	---	50		

WEBSTER DISTRICT.

	12	60	36	33	69	60.2	28.9	28.1	57.0	.947	---	1272	7	119	85	27	1	4	14.5	7	9	23	
	11	49	34	27	61	43.7	21.3	20.2	41.5	.950	3	831	5	147	156	79	1	1	13.10	7	---	1	
	10	49	29	30	59	47.9	25.5	21.0	46.5	.971	---	559	12	206	214	111	2	14	13.2	7	6	1	
	9	49	31	26	57	47.8	24.2	21.1	45.3	.948	---	993	17	87	145	38	3	13	12.3	7	---	25	
	8	49	42	30	72	49.9	25.9	22.1	48.0	.962	1	761	9	149	170	60	3	8	11.7	7	10	---	
WEBSTER,	7	49	33	30	63	50.3	24.7	23.1	47.8	.950	1	976	22	132	140	48	1	10	11.2	7	2	1	
	6	49	48	31	79	50.2	26.9	20.2	47.1	.938	3	1239	26	85	96	28	6	10	10.10	7	---	1	
	5	49	30	37	67	50.2	22.3	24.7	47.0	.936	1	1279	36	119	63	26	4	5	9.9	7	---	---	
	4	49	38	25	63	49.3	28.7	17.9	46.6	.945	---	---	1078	54	78	135	36	3	6	9.5	7	---	5
	3	49	48	26	74	49.1	30.1	15.4	45.5	.926	1	1445	50	75	139	33	4	4	8.2	7	57	6	
	2	50	36	38	74	49.0	23.8	21.8	45.6	.931	1	1352	33	96	113	52	3	3	7.7	7	26	1	
	1	49	59	46	105	50.5	25.3	21.3	46.6	.923	---	1535	27	68	92	28	2	2	6.4	7	9	1	
TOTALS,	12	600	464	379	843	598.1	307.6	256.9	564.5	.944	12	13340	298	1361	1548	566	33	60	10.9	7	119	65	

SCHOOLS.	NO. REGISTERED.																	Teachers.					
	No. Rooms.	No. Seats.	Boys.						Girls.						No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absences or Tardies.		No. Truants.	Av. Age, Y. M.	Sing. Seats.	Absent Tardy.
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.	Girls.	Ali.										
	4	55	22	27	49	42.4	19.4	21.7	41.1	.969	1	517	22	234	195	112	1	5	10.0	8	---	---	
OAK STREET, ----	3	55	39	19	58	44.9	30.3	12.1	42.4	.944	---	995	69	100	125	39	3	3	9.3	8	2	2	
	2	55	30	27	57	40.2	23.0	15.4	38.4	.955	---	694	39	170	201	110	---	---	7.7	8	---	6	
	1	50	48	36	84	39.6	18.0	18.9	36.9	.932	---	1087	59	138	125	51	3	3	6.3	8	72	22	
	TOTALS, -----	4	215	139	100	248	167.1	90.7	68.1	158.8	.950	1	3293	189	642	646	312	7	11	8.3	8	74	30
WHITING ST., ----	1	49	124	-----	124	45.5	-----	-----	40.0	.879	-----	2196	298	4	-----	4	134	656	12.0	5	-----	-----	

EATON DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

EATON,-----	12	58	31	32	63	53.7	25.3	26.1	51.4	.957	---	913	12	110	204	73	---	---	14.9	1	13	1	
	11	50	28	22	50	42.6	23.8	16.8	40.6	.953	---	837	35	126	149	66	---	---	14.3	1	1	---	
	10	46	30	21	51	41.5	24.5	14.8	39.3	.947	---	881	17	110	207	61	---	---	13.4	1	---	---	
	9	50	32	37	69	43.7	23.8	17.8	41.6	.952	---	844	28	190	141	80	---	---	13.3	1	---	17	
	8	52	39	15	54	45.9	30.7	12.9	43.6	.949	---	946	28	81	167	40	1	1	12.8	1	18	---	
	7	56	35	29	64	50.3	27.3	20.6	47.9	.952	---	991	19	123	119	40	2	2	11.7	1	6	---	
	6	63	36	36	72	60.6	31.7	26.1	57.8	.954	---	1085	11	129	92	48	---	---	11.2	1	4	1	
	5	64	51	34	85	62.7	38.3	20.8	59.1	.943	---	1434	55	63	98	21	---	---	10.3	1	6	7	
	4	57	40	38	78	56.4	26.9	26.7	53.6	.95	---	1121	48	146	102	51	---	---	9.1	1	1	3	
	3	53	33	40	73	53.5	24.1	25.8	49.9	.932	---	1435	72	93	79	23	1	3	9.1	1	2	19	
	2	92	73	35	108	83.6	50.1	27.6	77.7	.929	---	2357	152	10	58	3	1	1	7.8	1	5	---	
	1	84	68	89	157	78.3	30.7	41.0	71.7	.916	---	2626	188	32	10	2	1	1	6.4	1	3	1	
	TOTALS,-----		12	725	496	428	924	672.8	357.2	277.0	634.2	.943	-----	15470	666	1313	1426	598	6	8	11.2	1	59	49

WOOSTER DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Absences.	No. Tu- fers.	No. half days without Absence or Tuition.				No. Trans- fers.	Av. Age. T. M.	Shig. Ses.	Teachers.				
			Boys.	Girls.	No. B.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	No. Trans- ferred.	Boys.			Girls.	B. & G.	All.	No. Trans- fers.				No. Absences.	Av. Age. T. M.	Shig. Ses.	Absent.	Tut- fer.
WOOSTER,-----	12	48	20	33	53	42.2	14.7	26.1	40.8	.967	---	599	3	205	203	118	1	1	14.7	8	---	6				
	11	50	29	32	61	43.3	21.4	20.4	41.8	.965	---	612	5	209	186	104	3	4	14.3	8	---	---				
	10	50	41	26	67	45.8	26.3	17.3	43.6	.952	---	923	31	108	141	59	4	7	12.1	8	176	7				
	9	50	35	23	58	42.7	25.1	15.2	40.3	.944	1	941	64	52	193	37	9	23	12.6	8	2	1				
	8	50	38	29	67	46.5	23.9	20.9	44.8	.963	5	664	48	199	167	78	13	33	11.2	8	2	5				
	7	50	44	32	76	47.0	29.3	15.5	44.8	.953	4	894	20	95	122	38	22	74	10.6	8	---	---				
	6	51	44	24	68	48.4	28.0	18.4	46.4	.959	1	783	39	136	148	50	14	24	10.3	8	1	---				
	5	51	44	34	78	49.0	25.2	21.4	46.6	.951	1	937	79	129	96	49	6	12	9.5	8	32	2				
	4	51	38	30	68	45.5	25.5	18.1	43.6	.958	---	704	48	150	126	50	7	9	8.6	8	3	27				
	3	50	43	20	63	40.5	28.4	10.4	38.8	.958	4	677	22	128	257	110	26	86	7.10	8	---	6				
	2	50	45	30	75	46.5	25.6	17.7	43.3	.931	1	1268	59	104	97	39	23	41	6.9	8	---	3				
	1	50	43	52	95	42.2	16.5	23.2	39.7	.941	---	1023	85	118	103	39	2	3	5.10	8	---	1				
TOTALS,-----			464	365	829	539.6	289.9	224.6	514.5	.953	17	10085	503	1633	1839	771	130	317	10.4	8	216	58				
HAMILTON,-----	12	44	14	17	31	28.4	12.2	15.1	27.3	.961	---	450	52	202	237	130	3	6	14.3	8	1	5				
	11	44	20	25	45	36.3	16.5	18.7	35.2	.970	---	445	17	287	206	174	1	2	13.2	8	2	---				
	10	44	18	30	48	41.9	16.4	24.7	41.1	.981	---	339	23	295	204	184	---	---	12.2	8	8	---				
	9	48	23	32	55	45.8	18.5	26.0	44.5	.972	---	524	4	281	183	133	4	7	11.1	8	---	---				
	8	50	20	40	60	49.8	18.7	30.1	48.8	.980	---	428	20	268	238	177	3	5	10.1	8	---	2				
	7	50	20	34	54	49.5	18.1	30.8	48.9	.988	---	245	18	324	264	240	1	1	8.10	8	1	2				
	6	50	30	28	58	46.2	21.6	22.8	44.4	.961	---	738	46	183	137	84	2	3	9.9	8	---	2				
	5	50	23	31	54	48.8	21.5	25.8	47.3	.969	---	617	18	220	169	116	---	---	8.5	8	---	1				
	4	46	30	25	55	41.3	18.3	20.9	39.2	.948	---	831	33	179	137	79	9	11	8.3	8	12	2				
	3	51	24	32	56	49.9	22.4	25.3	47.7	.956	---	850	39	169	128	79	1	1	7.5	8	2	1				
	2	51	29	37	66	50.3	21.4	26.2	47.6	.946	---	1091	19	128	108	49	2	2	8.0	8	---	1				
	14	60	59	43	102	55.5	33.0	17.5	50.5	.910	---	1988	48	71	68	21	3	3	6.0	8	2	7				
	1	60	66	60	126	60.0	28.7	29.0	57.7	.962	---	937	44	141	109	87	---	---	5.7	8	---	2				
TOTALS,-----			376	434	810	603.7	267.3	312.9	580.2	.961	---	9483	381	2768	2188	1553	29	41	9.6	8	28	25				

DWIGHT DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Sents.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. half days without Attendance or Tardiness.		No. Truants.	No. Absent.	Slings.	Teachers.		
			Boys.		Girls.		Av. R.	Boys.	Girls.	D. Att.	Per ct.											
			No.	Per ct.	No.	Per ct.																
FAIR ST., -----	4	44	20	24	44	32.5	15.8	15.2	31.0	.951	1	588	14	234	179	103	10.11	9	322	----		
	3	50	16	14	30	26.0	11.8	12.8	24.6	.946	3	556	24	188	189	115	9.8	9	145	2		
	2	50	26	51	29.8	14.7	13.6	28.3	.950	----	633	26	136	255	92	2	9.1	9	86	4		
	1	50	36	38	74	34.7	18.2	14.1	32.3	.931	----	992	32	146	150	70	6.8	9	2	6		
TOTALS, -----	4	104	98	101	199	123.0	60.5	55.7	116.2	.945	4	2769	96	704	773	380	9.1	9	555	12		
GERMAN- } -----	2	54	30	27	57	50.1	26.9	20.5	47.4	.946	----	1024	80	131	105	48	8.11	8	----	1		
	1	54	106	70	176	49.1	28.6	17.7	46.3	.943	----	1127	140	113	139	62	6.8	8	----	1		
TOTALS, -----	2	108	136	97	233	99.2	55.5	38.2	93.7	.945	----	2151	220	244	244	110	7.10	8	----	2		
FAIR ST. UNG. SC.,	1	98	43	54	97	61.5	22.7	27.3	50.1	.815	1	4582	360	2	2	2	17	59	8.11	9	1	3

DWIGHT, -----	12	46	16	42	58	49.8	16.3	32.4	48.7	.978	----	465	6	322	171	135	----	----	14.9	9	6	2
	11	46	21	31	52	46.2	16.9	28.0	44.9	.972	----	524	7	271	195	138	1	2	14.11	9	27	1
	10	50	29	35	64	49.9	24.8	23.1	47.9	.960	----	786	23	174	136	68	----	12.	12.6	9	----	----
	9	50	35	33	68	48.9	22.8	24.5	47.3	.967	----	669	12	188	176	101	1	1	13.3	9	1	11
	8	54	49	40	89	53.8	27.3	23.8	51.1	.950	----	1078	15	162	92	45	----	12.0	9	36	2	
	7	50	36	24	60	50.7	29.3	18.9	48.2	.951	----	997	31	151	103	47	2	2	12.6	9	23	----
	6	50	33	37	70	52.8	23.4	26.2	49.6	.939	----	1259	21	117	87	38	----	10.7	9	56	----	
	5	60	35	43	78	60.4	24.3	31.9	56.2	.930	----	1660	13	113	39	18	----	10.5	9	----	----	
	4	50	43	31	74	48.5	29.5	16.0	45.5	.938	----	1181	28	70	137	36	2	4	9.6	9	18	4
	3	50	41	19	60	46.7	30.3	13.9	44.2	.946	----	1035	25	100	132	37	3	3	8.0	9	3	----
	2	50	36	36	72	46.6	24.6	18.8	43.4	.931	----	1259	28	103	132	42	----	6.9	9	----	----	
1	50	52	61	113	43.3	18.9	20.9	39.8	.919	----	1424	24	111	83	31	----	5.5	9	----	----		
TOTALS, -----	12	606	426	432	858	597.6	288.4	278.4	566.8	.948	----	12337	233	1882	1473	736	9	12	10.11	9	170	20

DWIGHT,

D WIGHT DISTRICT-Continued.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absentees.	No. Truly.	No. half days without Absences or Truancies.		No. Teachers.	No. Pupils.	No. Pupils in the class.	A. V. Age. Y. M.	Sing. Bats.	Teachers.	
			Boys.		Girls.		Boys.		Girls.		D. Att.					Boys.	Girls.							All.
			No.	R.	No.	R.	A. V. R.	No.	R.	No.	R.	Per ct.												
DIXWELL, -----	7	48	33	21	54	43.1	21.9	19.2	41.1	.954	6	789	73	151	164	78	---	---	11.11	8	3	---		
	6	49	38	40	78	44.5	17.9	24.5	42.4	.953	6	830	30	168	124	62	1	1	10.11	8	---	---		
	5	49	26	24	50	42.3	24.0	17.3	41.3	.976	1	410	58	240	259	182	3	5	10.2	8	---	---		
	4	50	38	23	61	43.8	25.7	15.9	41.6	.950	1	880	80	130	160	68	4	4	9.7	8	30	2		
	3	54	41	37	78	47.6	25.1	21.3	46.4	.975	---	485	42	280	271	241	---	---	8.4	8	---	---		
	2	42	25	20	45	32.0	16.5	13.5	30.0	.938	1	823	49	211	175	116	3	6	7.9	8	---	---		
	1	54	57	54	111	44.0	22.9	16.8	39.7	.902	1	1727	134	65	87	16	6	8	6.7	8	6	---	---	
TOTALS, -----	7	346	258	219	477	297.3	154.0	128.5	282.5	.950	16	5939	466	1245	1240	763	17	24	9.4	8	39	2	---	
DIVISION ST., -----	4	50	44	35	79	55.6	27.5	24.6	52.1	.937	---	1380	27	76	97	24	---	---	12.2	10	---	1	---	
	3	53	52	26	78	52.7	31.6	18.0	49.6	.941	1	1243	64	48	101	21	2	4	9.6	10	14	3	---	
	2	56	41	50	91	49.5	22.0	24.2	46.2	.933	---	1325	29	135	99	41	---	---	8.7	10	---	1	---	
	1	55	40	34	74	46.0	22.8	18.8	41.6	.904	---	1715	95	62	67	14	1	1	6.3	10	---	---	---	
TOTALS, -----	4	214	177	145	322	203.8	103.9	85.6	189.5	.930	1	5663	215	321	364	100	3	5	9.2	10	14	5	---	
ORPHAN } ASYLUM, }	2	60	50	24	74	56.4	38.9	17.4	56.3	.998	---	63	2	379	371	360	---	---	10.5	---	5	3	---	
	1	54	42	22	64	51.7	34.7	16.7	51.4	.994	---	76	6	350	373	331	---	---	6.8	---	1	1	---	
TOTALS, -----	2	114	92	46	138	108.1	73.6	34.1	107.7	.996	---	139	8	729	744	691	---	---	8.7	---	6	4	---	

SKINNER DISTRICT:

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absent.	No. Tuition.	No. half days without Absences or Tardiness.				No. Trans-act.	No. Absent tardy.	Teachers.
			Boys.		Grls.	Av. R.	Boys.	Grls.	D. Att.	Per ct.	No. half days without Absences or Tardiness.											
			Boys.	Grls.							Boys.	Grls.										
																All.						
SKINNER, -----	12	51	23	27	50	45.3	20.3	23.3	43.6	.962	680	36	202	173	102	4	10	14.5	5	7	1	5
	11	51	31	32	63	49.2	22.7	24.0	46.7	.949	1 1016	75	106	110	36	8	15	13.8	5	----	10	----
	10	51	39	26	65	47.9	25.3	19.8	45.1	.942	5 1139	64	89	138	45	4	9	13.0	5	24	----	----
	9	51	30	23	53	47.0	25.0	19.1	44.1	.939	2 1154	45	100	166	35	6	17	12.6	5	----	----	----
	8	51	30	26	56	48.5	26.9	19.1	46.0	.948	-----	84	149	114	57	4	5	11.10	5	5	5	5
	7	51	44	37	81	48.5	25.0	20.6	45.6	.94	3 1140	37	93	136	39	2	8	11.11	5	5	7	6
	6	51	42	37	79	49.4	24.2	21.9	46.1	.933	6 1334	74	81	66	20	14	34	10.9	5	2	6	----
	5	51	30	40	70	51.9	24.1	25.2	49.3	.95	-----	1054	71	138	79	32	5	16	9.11	5	----	15
	4	51	29	38	67	52.0	21.6	27.5	49.1	.944	-----	1176	43	152	91	25	3	5	9.2	5	3	1
	3	51	34	26	60	47.6	27.1	17.2	44.3	.931	-----	1315	72	73	86	26	5	6	8.4	5	1	16
2	51	28	34	62	48.9	23.0	22.0	45.0	.92	-----	1507	116	105	64	30	-----	-----	7.2	5	----	1	
1	51	51	46	97	49.8	26.9	19.0	45.9	.922	-----	1561	124	68	72	14	3	3	6.2	5	10	----	----
TOTALS, -----	12	612	411	392	803	586.0	292.1	258.7	550.8	.940	17 14137	841	1356	1235	461	58	128	10.9	5	57	62	----
EDWARDS ST., ---	4	56	24	35	59	52.4	23.3	26.7	50.0	.954	-----	17	141	137	85	2	5	9.10	5	32	3	----
	3	56	39	33	72	52.1	27.3	21.8	49.1	.942	1 1187	55	119	99	45	-----	-----	8.9	5	29	3	----
	2	58	37	41	78	51.3	24.9	23.4	48.3	.942	1 1215	42	137	121	64	1	1	7.6	5	1	4	----
	1	57	59	46	105	48.7	25.0	19.3	44.3	.910	1 1754	69	69	77	25	3	3	5.10	5	3	6	----
	TOTALS, -----	4	227	159	155	314	204.5	100.5	91.2	191.7	.937	3 5137	183	466	434	219	6	9	8.0	5	65	15

WASHINGTON DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seated.	NO. REGISTERED.										No. Transferred.	No. Absentees.	No. half days without Attendance or Tardiness.			No. Trans. class.	Ar. Age. Y. M.	Teachers.			
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	No. Absentees.	Boys.			Girls.	All.	Sing. Sees.			Absent/Tardy.			
WASHINGTON, ----	12	50	27	23	50	48.1	24.1	22.2	46.3	.963	---	737	---	2	194	119	75	1	1	14.7	11	5	11
	11	51	23	34	57	49.0	19.7	27.5	47.2	.963	---	727	---	6	224	131	125	---	---	13.8	11	---	---
	10	52	35	25	60	49.9	28.5	19.3	47.8	.958	---	839	---	6	154	140	66	---	---	13.0	11	5	1
	9	50	27	34	61	50.0	21.8	25.9	47.7	.954	---	898	---	4	176	122	70	1	1	12.11	11	26	12
	8	52	33	30	63	50.0	25.5	22.4	47.9	.958	1	847	---	17	189	148	78	1	4	12.3	11	4	---
	7	52	28	27	55	49.5	23.2	23.8	47.0	.950	---	1000	---	16	117	144	36	4	4	11.7	11	5	1
	6	51	28	29	57	50.2	22.7	24.7	47.4	.944	2	1109	---	18	154	87	41	4	5	11.1	11	---	---
	5	51	31	30	61	50.1	24.0	24.0	48.0	.958	3	851	---	9	173	102	54	3	6	11.1	11	8	3
	4	51	34	28	62	49.9	24.6	22.1	46.7	.936	2	1270	---	11	115	81	33	4	13	10.2	11	72	---
	3	51	35	29	64	48.9	26.3	20.2	46.5	.951	5	935	---	19	116	168	48	6	6	9.11	11	5	6
	2	51	29	33	62	48.9	21.4	24.6	46.0	.940	3	1155	---	23	166	81	40	8	12	9.3	11	42	10
	1	51	37	31	68	47.9	28.9	16.5	45.4	.946	---	1005	---	21	90	158	44	4	4	8.4	11	---	---
TOTALS, -----	12	613	367	353	720	502.4	290.7	273.2	563.9	.952	16	11373	---	152	1868	1481	710	36	56	11.6	11	172	44
WEST ST.,-----	4	55	39	14	53	50.1	35.0	13.9	48.9	.976	---	461	---	41	171	283	131	7	8	8.8	11	3	---
	3	55	34	22	56	46.5	25.4	18.9	44.3	.953	---	880	---	18	161	141	58	5	22	7.8	11	19	4
	2	55	36	28	64	48.3	26.1	19.4	45.5	.942	---	1132	---	91	92	148	35	6	8	6.11	11	10	---
	1	55	46	43	89	41.9	21.8	18.2	40.0	.955	---	766	---	49	175	203	109	1	5	5.7	11	1	---
TOTALS, -----	4	220	155	107	262	186.8	108.3	70.4	178.7	.957	---	3239	---	199	599	775	333	19	43	7.3	11	33	4
CARLISLE ST.,-----	4	51	11	2	13	45.6	21.6	22.0	43.6	.956	---	160	---	13	32	24	10	2	2	8.0	11	---	---
	3	50	24	33	57	47.5	21.1	24.2	45.3	.952	---	898	---	41	104	97	62	---	---	7.4	11	4	1
	2	51	33	26	59	45.0	23.2	18.7	41.9	.933	1	1249	---	66	99	101	36	4	5	6.6	11	---	5
	1	50	60	52	112	44.9	24.1	18.7	42.8	.953	---	823	---	28	171	168	96	---	---	5.9	11	---	---
	4	202	128	113	241	183.0	90.0	83.6	173.6	.949	1	3130	---	148	496	390	204	6	7	6.11	11	4	6
TOTALS, -----	1	33	16	16	32	23.3	10.8	10.8	21.6	.927	---	722	---	49	159	113	54	---	---	7.3	10	---	---
CITY POINT, -----	1	33	16	16	32	23.3	10.8	10.8	21.6	.927	---	722	---	49	159	113	54	---	---	7.3	10	---	---

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.													No. Absences.	No. Tardy.	No. half days without Attendance or Tardiness.		No. Trans-fer-ence.	No. Absent Tardy.	Teachers.
			Boys.		No. R.	A. v. R.	Boys.	Girls.	D. Att.	Per ct.	No. Trans-fer-ence.	Boys.	Girls.	ALL.								
			Boys.	Girls.																		
CEDAR ST., -----	8	48	25	17	42	39.2	23.0	14.8	37.8	.964	1	586	52	213	182	112	1	1	12.2	11	36	12
	7	48	25	15	40	39.9	21.8	15.6	37.4	.937	1	1025	54	126	95	42	2	2	11.5	11	202	4
	6	50	42	40	82	45.0	22.4	19.6	42.0	.933	4	1191	47	134	81	33	4	4	10.1	11	455	9
	5	48	41	30	71	46.0	23.4	19.7	43.1	.940	2	1180	55	115	102	25	4	5	9.9	11	551	4
	4	50	28	39	67	49.2	19.9	25.6	45.5	.925	1	1485	91	140	38	21	-----	-----	8.10	11	51	3
	3	55	30	25	55	48.9	25.2	20.7	45.9	.939	-----	1214	110	98	88	36	2	2	8.0	11	9	1
	2	56	43	41	84	52.9	24.2	24.8	49.0	.926	1	1556	134	74	75	28	4	4	6.11	11	63	-----
1	56	72	59	131	53.4	26.7	23.1	49.8	.933	1	1411	189	67	105	27	8	12	6.0	11	29	8	
TOTALS, -----	8	411	306	266	572	374.5	186.6	163.9	350.5	.936	11	9648	732	967	766	324	25	30	9.1	11	1396	41

WOOLSEY DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

WOOLSEY,	12	50	26	26	52	42.9	21.2	19.8	41.0	.956	-----	742	29	153	176	82	-----	-----	14.7	6	20	8
	11	52	28	25	53	44.3	21.5	21.2	42.7	.964	2	634	4	159	233	106	-----	-----	13.10	6	---	6
	10	50	28	47	75	47.2	18.2	27.5	45.7	.968	2	565	12	193	201	113	1	2	13.1	6	---	4
	9	50	37	25	62	45.1	25.2	18.6	43.8	.971	2	540	18	187	205	108	1	6	12.9	6	---	---
	8	50	27	33	60	47.6	18.3	27.4	45.7	.961	4	748	42	179	150	82	-----	-----	11.9	6	6	4
	7	56	32	28	60	46.2	23.9	20.6	44.5	.963	6	662	47	194	155	97	7	15	10.10	6	13	8
	6	56	36	29	65	51.6	25.9	23.3	49.2	.953	5	970	33	150	96	34	10	10	10.0	6	3	6
	5	56	33	37	70	52.6	26.6	24.3	50.9	.968	2	672	35	231	145	85	5	5	9.0	6	---	1
	4	55	34	28	62	52.1	27.9	22.2	50.1	.962	4	793	30	148	143	46	8	17	8.2	6	16	---
	3	55	35	34	69	50.5	25.6	22.6	48.2	.954	1	890	49	170	134	63	3	4	7.4	6	5	5
TOTALS,	2	55	28	40	68	48.2	22.7	23.1	45.8	.951	-----	940	48	187	110	60	4	4	6.8	6	---	4
	1	55	60	58	118	49.6	25.9	21.0	46.9	.946	-----	1071	13	125	164	82	2	2	5.7	6	---	---
TOTALS,			640	404	814	577.9	282.9	271.6	554.5	.959	28	9807	360	2076	1912	958	41	65	10.4	6	63	46

WOOLSEY DISTRICT-Continued.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS,	No. Rooms.	No. Seats.	NO. REGISTERED.												No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.				No. Transacting.	Av. Age. Y. M.	Sag. Sum.	Teachers.	
			Boys.		Girls.		Boys.		Girls.		Per ct.	Boys.	Girls.	Boys.				Girls.	All.	Absent.	Tardy.					
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.																	
GRAND ST.,-----	8	56	25	36	61	48.6	19.2	27.2	46.4	.955	---	869	24	150	126	60	3	3	12.6	6	49	1	1	3		
	5	56	26	19	45	34.1	17.0	16.0	33.0	.968	1	406	19	254	263	187	3	3	11.6	6	1	3	4	1		
	4	56	36	59	52.1	19.2	31.3	50.5	.965	---	622	29	247	178	135	4	6	9.10	6	4	1	1	3			
	3	50	25	40	65	46.9	19.3	35.6	44.9	.957	---	855	24	183	127	69	3	3	8.9	6	---	1	1	3		
	2	54	30	30	60	47.4	23.5	21.1	44.6	.941	---	1093	30	124	99	44	1	2	7.7	6	14	3	1	3		
	1	64	48	50	98	46.5	23.6	20.4	44.0	.946	---	1004	34	145	153	74	1	1	6.2	6	---	1	1	3		
TOTALS, -----	6	336	177	211	388	275.6	121.8	141.6	263.4	.956	1	4849	160	1103	946	569	15	18	9.4	6	68	10	---	---		
UNGRADED, -----	1	56	53	-----	53	24.4	20.9	---	20.9	.857	---	1414	102	22	---	22	74	230	11.11	6	15	---	---	---		

SUMMARY OF STATISTICS.

Table Showing Attendance, &c., at all the Schools during the Year.

SCHOOLS.	No. of Teachers.	No. of Rooms.	No. of Seats.	No. Registered.		Average No. Registered.	Average Daily Attendance.		Per cent. Attend.	No. Transf. Absences.	No. Tard.	No. half days without Absence or Tardiness.		No. Transf. Absences.	No. Tard.	Av. Age, Y. M.	Sing. Sea.	Teachers.	
				Boys.	Girls.	Total.	Boys.	Girls.	Total.			Boys.	Girls.					Absent.	Tard.
High School,-----	13	7	379	161	276	437	282.6	179.3	272.8	.965	2	188.1	1202	3	14	16.1	---	50	12
Webster,-----	14	12	600	464	379	843	598.1	256.9	564.5	.944	12	1340	566	33	66	10.9	7	119	65
Eaton,-----	16	12	725	496	428	924	672.8	277.0	634.2	.943	---	1361	1548	6	8	11.2	1	59	49
Wooster,-----	14	12	601	464	365	829	539.6	289.9	514.5	.953	17	1008.5	503	1633	130	317	10.4	8	216
Dwight,-----	14	12	606	426	432	858	597.6	278.4	566.8	.948	---	12137	233	1882	1473	736	9	170	58
Skinner,-----	14	12	612	411	392	803	586.0	292.1	550.8	.940	17	14137	841	1356	58	128	10.11	9	20
Washington,-----	14	12	613	367	353	720	592.4	273.2	563.9	.952	16	11373	152	1805	36	56	10.9	5	62
Woolsey,-----	14	12	640	404	410	814	577.9	271.6	554.5	.959	28	2076	1912	958	41	65	11	172	44
Hamilton,-----	14	13	648	376	434	810	603.7	312.9	580.2	.961	---	2768	2188	29	41	9.6	8	63	46
Cedar St. Train'g.,-----	17	8	411	306	266	572	374.5	186.6	350.5	.936	11	9048	732	907	766	324	25	30	25
Dixwell Av.,-----	8	7	316	258	219	477	297.3	154.0	282.5	.950	16	5939	466	1245	17	24	9.1	11	1396
Fair St. Train'g.,-----	9	4	194	98	101	199	123.0	60.5	116.2	.945	4	2769	96	704	773	380	3	8	39
Division St.,-----	5	4	214	177	145	322	203.8	103.9	189.5	.930	1	5663	215	321	304	100	5	9	555
Edwards St.,-----	4	4	227	159	155	314	204.5	100.5	91.2	.937	3	5137	183	406	434	219	6	5	12
Oak St.,-----	4	4	215	139	109	248	167.1	90.7	68.1	.950	1	3293	189	642	646	312	7	8	15
West St.,-----	4	4	220	155	107	262	186.8	108.3	178.7	.957	---	3339	199	599	775	333	19	11	33
Carlisle St.,-----	4	4	202	128	113	241	183.0	90.0	83.6	.949	1	3130	148	496	390	204	6	7	4
Grand St.,-----	6	6	336	177	211	388	275.6	121.8	141.6	.956	1	4849	160	1103	946	569	15	18	6
German-Englsh,-----	2	2	108	136	97	233	99.2	55.5	38.2	.945	---	2151	220	244	110	3	4	6	10
Orphan Asylum,-----	2	2	114	92	46	138	108.1	73.6	34.1	.996	---	139	8	729	744	691	---	2	4
City Point,-----	1	1	33	16	16	32	23.3	10.8	10.8	.927	---	159	113	---	---	---	---	---	---
Whiting St., Ung.,-----	1	1	49	124	---	124	45.5	40.0	40.0	.879	---	722	49	---	---	7.3	10	---	---
Grand St., Ung.,-----	1	1	56	53	---	53	24.4	20.9	20.9	.857	---	2196	208	---	---	12.0	5	---	---
Fair St., Ung.,-----	2	2	98	43	54	97	61.5	22.7	50.1	.815	1	1414	192	22	22	11.11	6	15	---
	197	158	8247	5629	5109	10738	7428.3	3709.4	3331.7	.948	131	23741	21741	11192	674	1810	9.9	3204	515

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. 1-2 days in 1873-4.			No. 1-2 days in 1874-5.			No. 1-2 days in 1875-6.			Years.
				All.	Boys.	Girls.	All.	Boys.	Girls.	All.	Boys.	Girls.	
1	Dixwell Av.,	3	Nellie A. Peck, ----	241	280	271	240	275	296	128	169	222	3
2	Hamilton, --	7	Gertrude Roach, ----	240	324	264	194	293	248	190	298	135	5
3	Grand St., --	5	Mary J. Warren, ----	187	254	263	-----	-----	-----	-----	-----	-----	-----
4	High, -----	5	Fanny A. Haskell, --	185	272	264	102	104	149	158	263	187	4
5	Hamilton, --	10	Celestine Wall, ----	184	295	204	167	243	203	102	206	174	5
6	Dixwell, ---	5	Anna G. Kennedy, --	182	240	259	124	250	171	-----	-----	-----	-----
7	Hamilton, --	8	Clementine Kenney, --	177	268	238	182	260	245	162	263	227	5
8	Hamilton, --	11	Rita Shea, -----	174	287	206	183	306	203	130	241	179	5
9	High, -----	3	Mary W. Storrs, ----	149	248	192	112	295	137	160	216	160	4
10	Dwight, ----	11	Emma S. Bernard, ---	138	271	195	100	260	161	185	278	246	8
11	Dwight, ----	12	E. C. Camp, -----	135	322	171	121	290	172	223	366	232	8
11	Grand St., --	4	Hortense Darling, ---	135	247	178	-----	-----	-----	-----	-----	-----	-----
13	Hamilton, --	9	Arsenius Caden, ----	133	281	183	139	249	221	134	211	199	5
14	West, -----	4	Lucy A. F. Pinney, ---	131	171	283	-----	-----	-----	-----	-----	-----	-----
15	Hamilton, --	12	Helena Charlton, ---	130	202	237	-----	-----	-----	-----	-----	-----	-----
16	Washington, --	11	Julia M. Catlin, ----	125	224	151	-----	-----	-----	-----	-----	-----	-----
17	High, -----	2	Julia I. Stow, -----	124	253	193	-----	-----	-----	-----	-----	-----	-----
18	Wooster, ---	12	Almena A. Giddings, --	118	205	203	150	254	227	-----	-----	-----	-----
19	Hamilton, --	5	Patricia Carney, ----	116	220	169	113	190	147	162	263	227	6
19	Dixwell, ---	2	Martha M. Dudley, ---	116	211	175	-----	-----	-----	-----	-----	-----	-----
21	Fair St. Tr., --	3	Emma F. Weld, -----	115	188	189	-----	-----	-----	-----	-----	-----	-----
22	Woolsey, ---	10	Lottie D. Butler, ---	113	193	201	117	153	286	-----	-----	-----	-----
23	Cedar St. Tr.,	8	Martha E. Chapman, --	112	213	182	167	212	266	-----	-----	-----	-----
23	Oak St., ----	4	Louisa G. Wolcott, --	112	234	195	-----	-----	-----	-----	-----	-----	-----
25	Webster, ---	10	Bessie C. Blakeman, --	111	206	214	101	164	252	184	237	272	6
25	High, -----	1	Lucy R. Bliss, -----	111	243	166	-----	-----	-----	-----	-----	-----	-----
27	Oak St., ----	2	Mary J. Alden, -----	110	170	210	127	196	235	-----	-----	-----	-----
27	Wooster, ----	3	Ella A. Beach, -----	110	128	257	-----	-----	-----	-----	-----	-----	-----
29	West St., ---	1	Eva J. Phelps, -----	109	175	203	-----	-----	-----	-----	-----	-----	-----
30	Woolsey, ---	9	Fannie I. Bunce, ----	108	187	205	-----	-----	-----	-----	-----	-----	-----
31	Woolsey, ---	11	Nellie B. Morse, ----	106	159	233	-----	-----	-----	-----	-----	-----	-----
32	Wooster, ----	11	Annie E. Pigott, ----	104	209	186	-----	-----	-----	-----	-----	-----	-----
33	Fair St. Tr., --	4	Fannie E. Harrison, --	103	234	179	-----	-----	-----	-----	-----	-----	-----
34	Skinner, ----	12	Sarah A. Tucker, ----	102	202	173	-----	-----	-----	-----	-----	-----	-----
35	Dwight, ----	9	Clara I. Bradley, ----	101	188	176	-----	-----	-----	-----	-----	-----	-----
36	High, -----	4	Mary C. Tuttle, ----	100	199	187	123	208	201	149	281	198	4

The figures under "years," right hand column, indicate the number of consecutive years in which the room has secured 100 half days, or more, of perfect attendance.

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

No. 7. Grace L. Catlin,	No. 6. Nellie J. Riggs,
" Lizzie M. Catlin,	" Lottie Thompson.
" Bertha L. Chipman,	" Herman H. Scharf,
" Fannie Y. Cooke,	No. 5. Clara J. Siebke,
" Mary J. Fahy,	" Emily G. Siebke,
" Fannie H. Hubbell,	" Seymour P. Bradley,
" Mary A. Mallahan,	" Gustave F. Gruener,
" Lizzie Palmer,	" Charles R. Whedon,
" Jennie P. Payne,	" John Starkweather,
" Mary C. Rynn,	" John E. Maher.
" Harry W. Asher,	No. 4. Eugene L. Richards,
" William E. Baldwin,	" William H. Clemmons,
" Dwight W. Blakeslee,	" Thomas B. Cannon.
" Arthur B. Cornwall,	No. 3. Richard E. Nichols,
" George W. Gibson,	" Ernest E. Ball,
" Samuel Hemingway,	" William E. Whelan,
" James H. King,	" Ida M. Welch,
" E. Theophilus Liefeld,	" Susie E. Dibble,
" Herbert H. White.	" Jessie B. Cook,
No. 6. Minnie E. Cassidy,	" Hattie Barker,
" Mary E. Davis,	" Phebe L. Blakeslee.
" Libbie H. Ferree,	No. 2. Abraham Asher,
" Alice E. Hamilton,	" Edmund O. Hovey,
" Luthera A. Mansfield,	" John T. Manson,
" Alice B. Merrick,	" Emily A. Townsend.
" Hattie E. Miller,	No. 1. Mary A. Maltby.

EATON SCHOOL.

No. 12. Fred Bradley,	No. 7. Louisa Lambert.
" Joseph Clarke,	No. 6. Minnie Lane,
" Bertha Herz,	" Ernest Derrin,
" Sarah Boone,	" John Maher,
" Bella Feuchtwanger.	" Matthew Murphy.
No. 11. Lizzie Stebbins.	No. 5. Bertie Dann,
No. 10. Lucy Proctor.	" Alice Ahern,
No. 8. Fred. Schurig.	" Willie Clarke.
No. 7. Nicholas Berger,	No. 4. Willie Gebhardt,
" Ella Kern,	" Johnnie Lane.
" Annie Klenke,	No. 2. Annie Mulroy,
" Fred. Lehr,	" Abie Thalheimer.

OAK STREET SCHOOL.

No. 4. Lillie Liefeld, 2 years,	No. 4. Nellie McDermott, 2 years,
" Bennie Liefeld,	" Carl Olsein.
" Emma Sinkell,	No. 2. Gustave Altman, 2 years.
" Fannie Leishman,	

WEBSTER SCHOOL.

No. 12. Matilda Healey,	No. 9. Clarence Clarke,
" Rosa Healey,	" Frank Dambacher,
" Carrie Rexroth, 3 years,	" Flossie Disbrow,
" Herbert Pedrick,	" Eddie Gruener, 3 years,
" George Bill,	" Louis Widman,
" Wilbur Trowbridge.	" Annie Widman.
No. 11. Alice Hoggson,	No. 8. Louis Hoffmeister,
" Mary Barties,	" Jas. Pierpont,
" Sarah Merriman,	" Theodore Spreyer, 2 years,
" Annie Marzi,	" Effie Dodd,
" Isaac Asher, 2 years,	" Edith Rockwell,
" Freddie Dickerman,	" Nettie Rexroth, 2 years.
" Eddie Healey, 2 years.	" Emma Schlein,
No. 10. Louise Hagenstein,	" Maria Shanley,
" Minnie Sherwood,	No. 7. Charles Nicholls, 2 years,
" Irene Mildeberger,	" John Merriman,
" Levi Dudley,	" Cora Chandler.
" Solomon Asher, 2 years,	No. 6. Nellie Mansfield.
" Isaac Kinney.	No. 5. Charles Conboy,
No. 9. Frank Altman,	" Lena L. Hoffmeister, 2 years,
" Howard Baldwin,	" Jessie E. Hodgson, 2 years,
" Kittie Bowman, 2 years,	" John F. Richards.
" Charlie Cornwall, 2 years,	No. 4. Michael Conboy.
" Guy Carleton, 2 years,	No. 2. Grace Sharpe.

HAMILTON SCHOOL.

No. 12. John Beecher,	No. 7. Winnie Healey,
" Katie Connors.	" Mary Carlton,
No. 11. John Keefe,	" Mary Mullen,
" John McAuliffe,	" Julia Heeny,
" Nellie Keegan,	" Agnes Reily,
" Maggie Shanley,	" Willie Sheehan,
" Bridget Cronin, 2 years.	" Thomas Mooney.
No. 10. Christopher McBrien,	No. 6. Michael English,
" Bernard Egan,	" Patrick McNamee,
" Julia Hughes.	" Bridget Berrigan,
No. 9. Eddie Purcell,	" Delia Beegan,
" Maggie Conlin,	" Rosie McKeon.
" Mary Connelly.	No. 5. Hannah Saunders,
No. 8. Bernard McKirnan,	" Anna Leary,
" John McPartland,	" Lizzie Heery,
" John Heery,	" Mollie Kinsella,
" Joseph Kinsella,	" Willie Mochler,
" Katie Cusack,	" Mikie Hogan,
" Mary Callahan,	No. 4. Mary Keenan,
" Cassie Dougherty,	" Mary Fox,
" Dollie Shanley.	" Bridget Heeny,
No. 7. Rosie Burke,	" Mary McKeon.

FAIR STREET SCHOOL.

No. 4. Mary Schinzel,	No. 3. C. Thorman,
" C. Dickerman, 2 years,	" C. Howe,
" B. Dyas,	" L. Smith.
" R. Thomas,	No. 2. C. Seitz,
" J. Lotz.	" Sarah Linsley.
No. 3. S. Ehiler,	No. 1. A. Barrows.

WOOSTER SCHOOL.

No. 12. Hattie Barker,	No. 8. Josie Smith,
" Julia Dunning,	" Louisa Pfeifer.
" Mary Woodend,	No. 7. Joseph Barnes,
" Minnie Watrous,	" William Dales,
" Charles Davis.	" Harry Grennell,
No. 11. James Kinsella, 2 years,	" Edward Leopold,
" Eddie Maher, 3 years,	" Freddie Leek,
" Daniel Reilly.	" Joseph Lynch,
No. 10. Andrew Davie.	" N. Carroll,
No. 9. Mary Dargon,	" M. Feller.
" Andrew Davy,	No. 4. James Casey,
" Henry Clark,	" Laurence Holton,
" Augustus Smith.	" Mary Flynn.
No. 8. Thomas Hawkins,	No. 3. Belle Donnelly.
" Elmer Berkele,	

DWIGHT SCHOOL.

No. 12. Julia Craig,	No. 9. Sadie Insull, 2 years,
" Amanda Donovan,	" Mary Deitrich.
" Lucy Judson,	No. 8. James Haffey,
" Hettie Knotwell,	" Edwin Richards,
" Dora Boettcher,	" Albert Judson, 2 years.
" Lillian Hartley,	No. 7. Arthur Bristol,
" Nettie Lanfair, 2 years,	" Frank Doolittle.
" Joseph Townsend, 2 years.	No. 6. Robbie Granfield,
" Daniel Cornell,	" Fannie Sperry,
" Harry Trecartin,	" Hattie Bristol,
" Willie Hale.	" Carrie Tolles,
No. 11. Freddie Earle,	" Minnie Purcell.
" Cora Roberts, 2 years.	No. 5. Willie Carr,
No. 10. John Burwell, 2 years,	" Frank Nettleton, 5 years,
" Nellie Hersey, 2 years,	" Jerry Peck.
" George Andrew,	No. 4. Charlie Camp,
" Willie Buckingham,	" Jimmie Carr,
" Myron Meeker,	" Frank Want.
" Mary Perkins.	No. 3. Bertie Baldwin, 2 years,
No. 9. Willie Barts,	" Stephen Crabb.
" Eddie Burwell,	

DIXWELL SCHOOL.

No. 7. Jakie Richards, 2 years.	No. 5. William Glover.
No. 6. Mollie Hauser,	No. 4. Addie Ricks,
" Mary Osborn,	" Martha Hodge,
" Martha Scholz,	" George Adams.
" Willie Haywood,	No. 3. Willie Loneragan,
" John Ross,	" Freddie Hallier,
" Mattie Kenney, 2 years.	" Mollie Wilson.
No. 5. John Costan,	

DIVISION STREET SCHOOL.

No. 4. Emma Nichols,	No. 4. Louis Bond,
" Hettie Cooper,	" Louis Shepherd,
" Mary Trecartin,	" Loyal Blakesley.

SKINNER SCHOOL.

No. 12. James Flynn, 5 years,	No. 9. Charles Manwaring,
" Eddie Kennedy, 2 years,	" Ernest Kirk,
" Eliza Miller, 2 years,	" Maggie Clerkin,
" Willie Sperry,	" Lena Mangitless,
" Ella Clerkin,	No. 8. Eddie Hermance,
" Mary Farnsworth,	" Bertie Bartlett,
" Katie Gower,	" Jennie Manwaring.
" Walter Broadbent,	No. 7. Eddie Sheridan,
" George Merrick,	" Willie Brangs,
No. 11. Charles Dewell, 2 years,	" Ella Flynn.
" Nellie Burns, 2 years,	No. 6. John Conlan,
" Addie Vining.	" John Mack.
No. 10. Thaddie Coleman, 2 years,	No. 4. Nellie Kane,
" Walter Connors,	" Jacob Basserman.
" Annie Gower,	No. 3. Isaac Robinson.
" Mamie Case,	No. 2. Nettie Basserman.
" Bennie Mann.*	

* Except on Jewish Holy days.

EDWARDS STREET SCHOOL.

No. 4. Annie Bahring, 2 years.	No. 3. Carrie Ford.
No. 3. Tommie Corcoran, 2 years,	

WASHINGTON SCHOOL.

No. 12. Louis Fenouillet,	No. 7. Fred Gregory,
" Ferdinand Fenouillet, 5 yrs.	" John Horan.
" Henry Fresenius, 3 years,	No. 6. Alice Barker,
" Willie Stone,	" Annie Duyer,
" Joseph White,	" Henry Strach,
" George Curtis,	" John Doherty,
" James Sullivan,	" Eugene Galligan.
" Henry Nugent,	No. 5. Frank Miller,
" Frank Smith,	" Thos. Donnelly.
" Annie Whelan.	No. 4. Willie Dailey,
No. 11. Fred. Daniels,	" Fannie Deskin.
" Ernest Livingston, 4 years,	No. 3. George Mackenzie,
" Sammie Fisk,	" Walter Shan,
" Wallace Butricks, 2 years,	" George Salsbury,
" Susie Robinson,	" Charles Coyle.
" Eliza Hine,	No. 2. Robert Hoffman,
" Katie O'Brien.	" Charles Lautenbach,
No. 10. James Moran, 4 years,	" John Moquet,
" Joseph Heustiss,	" John O'Mera,
" Willie Hoffman,	" Emma Fresenius,
" Sadie Kenney, 3 years.	" May Cook,
No. 9. Jennie Densmore.	" Katie Foster,
No. 8. Theresa Doherty,	" Sarah Ward,
" John Dailey, 2 years.	" Hattie Smith.
No. 7. Henry Kane,	No. 1. Katie McPartland.
" James Kelley, 2 years,	

CEDAR STREET SCHOOL.

No. 8. Willie Jackson,	No. 8. Maggie Buckler, 3 years,
" Joseph Healey,	" John Ruttiger, 3 years.
" Nellie Hubbard,	

WEST STREET SCHOOL.

No. 4. Charles Harty,
 " John McDermott,
 " Frank Moquet.

No. 3. James Gibson,
 " Carrie Neebe.

CARLISLE STREET SCHOOL.

No. 4. Carrie Rehburg.

No. 3. Willie Kennie.

WOOLSEY SCHOOL.

No. 12. George Moulthrop, 5 years,
 " Ida L. Tanner.
 No. 11. Henry L. Swain,
 " Carrie W. Smith, 2 years,
 " Mary L. Terry, 5 years.
 No. 10. Eddie Green,
 " Anna Hunt, 2 years,
 " Edna Sherwood.
 No. 9. Jessie Andrews,
 " Jennie Greenfield,

No. 9. Connie Daley.
 No. 8. Mary Alcott,
 " George Warren.
 No. 7. John Ryan.
 No. 6. Minnie Frisbie.
 No. 5. John Dwyer,
 " John Tielney.
 No. 4. Maggie Thielbar, 2 years,
 " James Hope.

GRAND STREET SCHOOL.

No. 8. Willie Sturupp, 2 years,
 " Willie Terry,
 " Lillie O'Connor.

No. 5. Sereno Sperry,
 " Hattie Davis, 2 years.
 No. 3. Albert Sturupp.

HIGH SCHOOL TEXT BOOKS.

French's Common School Arithmetic.
 Sanford's Analytical Arithmetic.
 Packard's Complete Course of Business
 Training.
 Robinson's New Elementary Algebra.
 Loomis' Geometry.
 Davies' Trigonometry.
 Cooley's Natural Philosophy.
 Steele's Fourteen Weeks in Chemistry.
 Dana's Text Book of Geology.
 Steele's Fourteen Weeks in Astronomy.
 Hutchison's Physiology and Hygiene.
 Wood's Botanist and Florist.
 Bloss' Ancient History.
 Modern History.
 Mitchell's Physical Geography.
 Anderson's Pictorial United States.
 Hart's Composition and Rhetoric.

Collier's History of English Literature.
 Kerl's Common School Grammar.
 Town and Holbrook's Progressive Fifth
 Reader.
 Lovell's Progressive Fifth Reader.
 Town's New Speller and Definer.
 Henderson's Test Words.
 Harkness' Latin Grammar.
 Harkness' Latin Reader.
 Harkness' Caesar.
 Searing's Virgil.
 Otto's German Conversation Grammar.
 Leben und Tod des kleinen Reichthums.
 Reife als Dattel.
 Marie Stuart.
 Magill's French Grammar.

TEXT BOOKS USED IN THE PUBLIC SCHOOLS OF NEW HAVEN.

Lovell's Readers. Series.
 Town's Speller.
 French's Arithmetic. Series.
 Kerl's English Grammar.
 Mitchell's Geography.

Anderson's Pictorial History of the United
 States.
 Spencerian System of Penmanship.
 Jepson's Music Readers.
 Ball's System and Charts in Drawing.

TEACHERS APPOINTED FOR THE YEAR 1876-77,

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Room.	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL, <i>Orange Street, cor. Wall.</i>		T. W. T. CURTIS, <i>Principal</i> , ..	\$3,000	213 Orange.
		JAMES D. WHITMORE,*	2,500	75 Bradley.
		Virginia H. Curtis,	1,200	213 Orange.
		Mary A. Marshall,	850	Milford.
		Mary C. Tuttle,	800	520 Chapel.
		Mary W. Storrs,	800	273 Orange.
		Julia I. Stow,	800	29 Wooster.
		Elizabeth Cooper,	800	85 Bradley.
		Lucy R. Bliss,	800	94 Grove.
		Abbie Woodward,	800	22 Trumbull.
		Charles H. Siebke,	600	116 Wooster.
		Annie S. Johnson,	600	290 E. Grand.
		Sara E. Husted,	500	72 Dixwell av.
			\$14,050	
WEBSTER DISTRICT.				
WEBSTER SCH., <i>George Street, cor. York.</i>		JOHN G. LEWIS, <i>Principal</i> , ..	\$2,500	516 Howard av.
	12	Maggie Baird,	750	60 Liberty.
	12	Mary Ferguson,	400	29 Sylvan av.
	11	Lucy A. Minor,	700	161 George.
	10	Bessie C. Blakeman,	650	43 Dwight.
	9	Julia A. Malcolm,	650	127 Dwight.
	8	Maria A. Graves,	650	532 Chapel.
	7	Clara A. Hurlbut,	650	641 Chapel.
	6	Eva L. Griffing,	600	188 Wooster.
	5	Anna R. Hubbell,	550	32 Dow.
	4	Ada T. Somers,	500	186 Goffe.
OAK ST. SCHOOL, <i>cor. Greenwood.</i>	3	Eliza A. Benham,	500	90 York.
	2	Nettie L. Leonard,	500	West Haven.
	1	Fannie E. Graves,	600	532 Chapel.
			\$10,200	
OAK ST. SCHOOL, <i>cor. Greenwood.</i>	4	Louise G. Wolcott,	\$600	101 Sylvan av.
	3	Laura E. Lampson,	500	15 Park.
	2	Mary J. Alden,	500	63 Kensington.
	1	Ruth Gorham,	500	231 Crown.
WHITING ST., UNGRADED.			\$2,100	
	1	Henry W. Loomis,	\$1,000	East Haven.

* Sub-Master.

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
EATON DISTRICT.				
EATON SCHOOL, <i>Jefferson Street, cor. St. John.</i>		JOSEPH GILE, <i>Principal</i> ,.....	\$2,500	264 State.
	12	Effie G. Stevens,	750	67 Wooster.
	12	Sarah C. Day,	350	10 College.
	11	Julia A. Bidwell,	700	5 Osborn.
	10	Heppie E. Goodrich,	650	141 Church.
	9	Susie S. Sheridan,	650	291 Orange.
	8	Mary J. Bronson,	650	23 Trumbull.
	7	Mary F. Frisbie,	500	9 Lyon.
	6	Jessie F. Crane,	600	155 St. John.
	5	Mary C. Durrie,	550	15 Lyon.
	4	Katie Smith,	550	132 College.
	3	Maggie P. Moffat,	450	13 Bradley.
	2	Flora A. Loper,	500	68 Bradley.
	2	Hattie Roemer,	450	184 Chapel.
	1	Mary J. Hayes,	600	410 State.
	1	Lily W. Sheridan,	450	291 Orange.
			\$10,900	
WOOSTER DISTRICT.				
WOOSTER SCH., <i>Wooster Street, cor. Wallace.</i>		RALPH H. PARK, <i>Principal</i> ,...	\$2,500	149 Church.
	12	Almena A. Giddings,	750	200 Chapel.
	12	Emma L. Bishop,	450	77 Hamilton.
	11	Annie E. Pigott,	700	132 Hamilton.
	10	Almira W. Brooks,	650	64 Chapel.
	9	G. E. M. Bell,	650	64 Chapel.
	8	Emma E. Burwell,	650	376 George.
	7	Joanna M. Gleeson,	550	106 Wallace.
	6	Jennie S. Burlock,	600	748 Chapel.
	5	Mary C. Gorham,	550	13 Warren.
	4	Rebecca P. Arnold,	500	30 Meadow.
	3	Ella F. Healy,	350	66 St. John.
	2	Ida V. Huke,	500	97 Chapel.
	1	Harriet C. Miles,	600	142 Chapel.
			\$10,000	
FAIR STREET TRAINING SCHOOL <i>No. 35.</i>		REUGENE L. YOUNG, <i>Principal</i> ,	\$900	5 Brown.
	4	Sarah A. Wilcox,	300	12 Lincoln.
	4	Jennie Fields,	200	122 Poplar.
	3	Emma F. Weld,	300	99 Wall.
	3	Ida L. Henry,	300	9 Audubon.
	2	Fannie L. Rice,	300	113 E. Pearl.
	2	Emily J. Farnsworth,	300	55 Trumbull.
	1	Lizzie J. Smith,	200	82 Wallace.
	1	Mary R. Burwell,	200	95 Dwight.
			\$3,000	
FAIR ST. SCHOOL, UNGRADED.	2	Emily A. Wildman,	\$600	21 Clark.
	1	Nellie J. Guinan,	400	106 St. John.
			\$1,000	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
GERMAN-ENG. 193 Wooster St.	2	Herman Trisch,	\$1,200	117 Water.
	1	Angenette T. Marchal,	650	300 Grand.
			\$1,850	
HAMILTON ST. SCHOOL, <i>Bet. Hamilton and Wallace, near Grand.</i>		Agnes Welch,	\$1,200	267 Franklin.
	12	Helena Charlton,	750	" "
	11	Rita Shea,	700	" "
	10	Celestine Wall,	650	" "
	9	Arsenius Caden,	650	" "
	8	Clementine Kenney,	650	" "
	7	Gertrude Roach,	650	" "
	6	Germaine Whelan,	600	" "
	5	Patricia Carney,	550	" "
	4	Maria Murray,	500	" "
	3	Mary F. Leary,	500	24 Locust.
	2	Ambrosia Coonan,	500	267 Franklin.
	1½	Mary E. Hall,	550	85 Grand.
	1	Cyril Welch,	600	267 Franklin.
DWIGHT DISTRICT.			\$9,050	
DWIGHT SCHOOL, <i>Martin Street, cor. Gill.</i>		L. L. CAMP, <i>Principal</i> ,	\$2,500	595 Chapel.
	12	Emma C. Brownell,	700	595 Chapel.
	12	Martha B. Fields,	350	121 Dwight.
	11	Emma S. Bernard,	700	1 Howe.
	10	Harriet E. Judson,	650	70 Howe.
	9	Clara I. Bradley,	650	293 Elm.
	8	Willa J. Gibson,	650	44 Edwards.
	7	Gertrude L. Cooper,	600	51 Sylvan av.
	6	Emma E. Lincoln,	600	57 Martin.
	5	Elizabeth V. Southworth,	550	14 Sylvan av.
	4	Emma E. Cowap,	450	Westville.
	3	Fannie C. Upson,	500	105 College.
	2	Carrie E. Blakeslee,	450	16 Beers.
	1	Charlotte Hills,	600	37 College.
			\$9,950	
DIXWELL AV. SCHOOL.	7	Sarah E. Hughes,	\$900	East Haven.
	7	Carrie B. Root,	450	609 Chapel.
	6	Fannie T. Munson,	600	28 Munson.
	5	Anna G. Kennedy,	600	156 York.
	4	Sarah S. Benham,	550	90 York.
	3	Nellie A. Peck,	550	305 George.
	2	Martha M. Dudley,	500	202 Martin.
	1	Fannie A. Baldwin,	600	10 Univer'ty pl.
			\$4,750	
ORPHAN ASYLUM SCHOOL, 348 Elm Street.	2	Cordelia Sargeant,	\$600	348 Elm.
	1	Ellen M. Hickox,	400	348 Elm.
			\$1,000	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
DIVISION STREET SCHOOL.	4	Jennie E. Barber,	\$700	127 Henry.
	4	S. Ellen Brown,	350	96 Broadway.
	3	Mary J. Quinley,	500	32 Gill.
	2	Hattie J. Reynolds,	400	60 Dixwell av.
	1	Livia M. Jordan,	600	Cor. Newhall & Thompson.
			\$2,550	
		SKINNER DISTRICT.		
SKINNER SCHOOL,		HENRY C. DAVIS, <i>Principal</i> , ..	\$2,500	43 Clark.
	12	Sarah A. Tucker,	750	15 Audubon.
	12	Annie E. Hayes,	400	279 Orange.
	11	Sarah A. Mallory,	700	15 Audubon.
	10	Ella J. Bronson,	650	502 State.
	9	Ann E. Loper,	650	68 Bradley.
	8	Ella L. Maguire,	650	51 Collis.
	7	F. Elsie Terrill,	650	49 Collis.
	6	Emma E. Beach,	600	163 St. John.
	5	Juliet E. Peck,	550	60 Whalley av.
	4	Mary E. Weld,	500	99 Wall.
	3	Lucy P. Bush,	400	29 Clark.
	2	Nettie A. Scranton,	350	295 Orange.
	1	Carrie M. Galpin,	600	72 Howe.
			\$9,950	
EDWARDS STREET SCHOOL.	4	Lizzie M. Healy,	\$650	16 Factory.
	3	S. Evelyn Manning,	400	88 Bradley.
	2	Hattie J. Bushnell,	500	63 Hamilton.
	1	M. Carrie Strickland,	550	42 Whitney av.
			\$2,100	
		WASHINGTON DISTRICT.		
WASHINGTON SCHOOL,		GEORGE R. BURTON, <i>Principal</i> , ..	\$2,500	125 Ward.
	12	Emily E. Warner,	750	20 Portsea.
	12	Annie C. Norman,	450	69 Howe.
	11	Julia M. Catlin,	700	73 Washington
	10	E. Josie Cargill,	650	296 Columbus.
	9	Cordelia M. Lyon,	600	55 Chapel.
	8	Jennie R. Catlin,	500	240 Columbus.
	7	Maggie A. Byrne,	600	62 Daggett.
	6	Catherine C. Jones,	650	143 Columbus.
	5	Fannie A. Butler,	550	67 Prince.
	4	Edith E. Johnson,	550	341 Howard av.
	3	Anna F. Gillette,	500	123 Columbus.
	2	Mary E. Willoughby,	500	7 Christopher.
	1	Lillian M. Bedell,	400	321 Cedar.
			\$9,900	
WEST STREET SCHOOL.	4	Lucy A. F. Pinney,	\$650	193 George.
	3	Georgie S. Janes,	350	16 George.
	2	Hannah M. Chamberlain,	500	45 Park.
	1	Eva J. Phelps,	500	10 Washington.
			\$2,000	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
CARLISLE STREET SCHOOL.	4	Martha B. May,.....	\$550	143 Columbus.
	3	Fannie E. Harrison,.....	350	18 Warren.
	2	Kate M. Conlan,.....	500	313 Water.
	1	M. L. Livingston,.....	600	307 Columbus.
			\$2,000	
City Point.	1	Corney F. Allan,.....	\$350	189 George.
		CLARISSA B. WILLIAMS, <i>Prin.</i> ,	\$1,500	74 Portsea.
CEDAR STREET TRAINING SCH'L, <i>Cor. Washington Street.</i>	8	Martha E. Chapman,.....	550	161 George.
	8	Rosella Briggs,.....	300	396 State.
	7	Katie R. Smith,.....	300	82 Wallace.
	7	Emily B. Granniss,.....	200	444 State.
	6	Maria L. Bradley,.....	300	20 Vernon.
	6	Joanna M. Flanagan,.....	200	50 Chapel.
	5	Fannie I. Wheeler,.....	300	105 Dwight.
	5	Laura T. Merriman,.....	200	Westville.
	4	Hattie R. Townsend,.....	300	29 Martin.
	4	Hattie M. Price,.....	200	307 Water.
	3	Marie A. Hodgson,.....	250	111 Howe.
	3	Eunice K. Armstead,.....	200	67 William.
	2	Magarett M. Ferris,.....	200	191 Meadow.
	2	Anna M. Brennan,.....	250	2 Elliott.
	1	Inez E. Nettleton,.....	500	91 Dwight.
	1	Nellie I. McLinn,.....	200	69 High.
			\$5,950	
		WOOLSEY DISTRICT.		
WOOLSEY SCH., <i>Woolsey Street. cor. Poplar.</i>		MARK PITMAN, <i>Principal</i> ,....	\$2,500	Wallingford.
	12	Maria L. Breen,.....	750	55 Lombard.
	12	Alice Darrow,.....	450	40 Perkins.
	11	Nellie B. Morse,.....	700	S. Quinniapiac.
	10	Lottie D. Butler,.....	650	112 Ferry.
	9	Fannie I. Bunce,.....	650	113 Poplar.
	8	Jennie E. Ford,.....	500	46 Martin.
	7	Sarah J. Gibson,.....	600	44 Edwards.
	6	A. C. Ruth Siebke,.....	550	116 Wooster.
	5	F. Isabel Swift,.....	550	177 Exchange.
	4	Sarah U. Wright,.....	500	84 William.
	3	Ella A. Beach,.....	500	163 St. John.
	2	Emily M. DeForest,.....	400	45 Atwater.
	1	Ella H. Clarke,.....	600	43 Houston.
			\$9,900	
GRAND STREET SCHOOL, <i>Bet. Clinton Ave. and Perkins.</i>	8	Mary Kilbride,.....	\$600	229 Franklin.
	7	Dwight F. Walbridge,.....	800	34 E. Pearl.
	6			
	5	Mary J. Warren,.....	600	16 Lyon.
	4	Hortense A. Darling,.....	400	184 Exchange.
	3	Rosina Allan,.....	350	189 George.
	2	Margaret M. Tucker,.....	400	9 Bradley pl.
	1	Mary A. Pinney,.....	600	N. Quinniapiac.
			\$3,750	

JANITORS.

Eaton School,.....	Nehemiah Bristol,....	\$575-----	250 Franklin.
Webster School,.....	John M. Mattingly,---	575-----	6 College.
Dwight School,	George W. Judd,.....	575-----	66 Martin.
Wooster School,	David Sturgis,	575-----	94 Wallace.
Skinner School,.....	Henry S. Loper,.....	575-----	68 Bradley.
Washington School,....	James O'Brien,.....	575-----	18 Salem.
Woolsey School,	Walter Blakeslee,	575-----	20 Woolsey.
Hamilton School,	Patrick Hall,	575-----	83 Grand.
High School,	Henry W. Blakeslee,--	575-----	77 Washington.
Cedar St. School, {	Thomas W. Beecher, -	500-----	29 Washington.
Whiting St. School, }			
Dixwell School,.....	John W. Munson,....	400-----	100 Webster.
Grand St. School,	John Weld,.....	400-----	138 Saltonstall av.
Fair St. School,	Isaac Martyn,.....	300-----	37 Olive.
Division St. School,....	James Henry,.....	200-----	Shelton av.
Edwards St. School,....	Michael Cannavan,---	200-----	55 Bishop.
West St. School,	John Kallagher,.....	200-----	5 Hedge.
Oak St. School,	-----,	200-----	55 Bishop.
Small Schools, Evening Schools, Office, estim., - 425			

\$8,000

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in each Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.*

GERMAN ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADED SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into two school districts, viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The New Haven City School District includes all that part of the town of New Haven which lies east of a line running from the bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. It is divided for convenience into seven sub-districts, with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad, which separates it from the Skinner District, thence to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Franklin street, includes both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The Board of Education consists of nine members, three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined in the statutes of the State:

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coextensive with the towns within which they are situated shall become school districts of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts shall annually choose, on the third Monday in September in each year, instead of a district committee, a Board of Education consisting of three, six or nine persons, in the manner prescribed in this act for the:

election of school visitors; and said Board of Education shall have all the powers and be subject to all the duties imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes, and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly: they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors shall be filled by an election of the necessary members thereto by ballot. Should any vacancy occur by death, resignation or otherwise, the remaining members of the Board may fill such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters in the district is held on the third Monday of September, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the first and third Friday evenings of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. Five members of the Board shall constitute a quorum for the transaction of business, and every member present, when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public, unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called by a majority of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the first meeting of the Board after the Annual District Election, a President for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEES.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on School Buildings, shall be elected by a majority of the Board.

1.—COMMITTEE ON SCHOOLS.—The instruction and government of the schools, the furniture, books, maps and apparatus for teaching, shall be under the especial charge of the Committee on Schools.

2.—COMMITTEE ON FINANCE.—The financial wants and obligations of the District shall be under the especial charge of the Committee on Finance, who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The Committee meet during the last week of each month to examine and pass upon all the bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3.—COMMITTEE ON SCHOOL BUILDINGS.—The School buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also make an estimate, for publication in the Annual Report, of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The executive officers of the Board shall consist of a Secretary and a Superintendent of Schools, who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, unless the election is postponed to a future meeting. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the **Secretary** to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board ; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall **keep the accounts** of the District, and make out an annual report of its expenses.

He shall **receive the moneys** from the Treasurer for orders drawn on him, and **pay all bills** approved by the Committee on Finance, and none others.

He shall **loan books** to indigent pupils, as provided in these rules ; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an **accurate inventory** of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall **superintend all necessary repairs** under the direction of the Committee on School Buildings.

He shall be the **executive officer** of the Board, in securing the attendance at school of **truant and neglected children**.

He shall have a **general oversight of the janitors**, and see that their duties are faithfully performed ; and also of the warming and ventilating of the buildings.

He shall within twenty-four hours after the **passage of any rule** affecting the management of the schools, **deliver** to the Superintendent a **copy of such rule**, and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

He shall be at the office of the Board on all school days, from 8½ to 9½ o'clock A. M., and from 4 to 5 o'clock P. M., and on Mondays and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the duty of the **Superintendent**, under the direction of the Board of Education and the Committee on Schools, to **devote his whole time to the schools**, point out defects and suggest improvements ; and to **report to the Committee on Schools**, or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

He shall be at the office of the Board on all school days, from 8½ to 9 o'clock A. M., and from 12½ to 1 o'clock, P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

- 1.—Reading the minutes of the previous meeting.
- 2.—Reports of Committees.
- 3.—Unfinished business.
- 4.—Report of Superintendent.
- 5.—Report of Secretary.
- 6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1.—The apparatus, books, maps, etc., used in the schools, shall be such only as may be prescribed by the Board.

2.—No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then, unless the Committee on Schools have reported thereon.

3.—All school registers, record books, report blanks, etc., shall be after uniform patterns, to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board shall **not be amended or repealed** but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—Candidates not in the service of the District **will apply in writing** to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The annual election of teachers shall be made by the Board in the month of June.

3.—Teachers shall be immediately notified by the Superintendent of their election. **Every teacher, within one week** after receiving such notice, shall signify to the Superintendent, **in writing**, an acceptance of the offered situation. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, **will be considered as declining it.**

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—The Principals in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary to insure a strict observance and enforcement of the rules and regulations of the schools.

3.—All Teachers are required to be at their respective school rooms at the beginning of *their* school hours, (viz.) at 20 minutes before 9 o'clock A. M., and 15 minutes before 2 o'clock P. M.; and in case of failure, they shall report themselves without delay, and in writing, to the Principal, as tardy, stating the cause and number of minutes they are late, and the Principal shall forward such reports to the Superintendent, at the end of each week. To secure uniformity and avoid doubt in relation to time, the Principal shall provide for the ringing of a teacher's bell, just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4. Whenever a teacher shall be absent from school, and whenever, for any cause, the exercises of a school shall be omitted, immediate notice of the same shall be sent to the Superintendent by the Principal. No substitute

for an absent teacher shall be employed for **more than one day** without the express approbation of the Superintendent.

All allowance for the absence of Principals from school duty, must be referred to the Board.

Teachers shall not absent themselves from school for any other cause than sickness, without permission previously obtained from the Superintendent.

5. **Every teacher** desiring to leave the service of the District shall **give three weeks' notice**, in writing, to the Superintendent; and **teachers leaving their duties without permission of the Board shall forfeit whatever portion of their salaries would otherwise be due.** Teachers shall forfeit their pay for absence from any cause **excepting sickness**, in which case an **allowance of twenty-five per cent.** of the regular salary will be made for absences not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

6. **The special teachers in Music and Drawing** shall visit regularly and impartially the several rooms in which they are expected to instruct; and the **permanent teachers** in those departments shall **invariably be present** to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—**Teachers shall take special care** that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall **permit no damage** to the school property or buildings, and whenever it shall be done by accident or intention, they shall **give prompt notice to the Secretary**, who shall require the offender to make good the injury.

8.—**The teacher in each room shall keep an accurate register** of the names, ages and residences of pupils, and the names of their respective parents or guardians; and shall **keep such records** as the Committee on Schools may require, and shall **report the same** to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—**Teachers shall prepare** for inspection, during the **second week** of each term, **time tables** indicating the daily exercises of the room.

10.—**Teachers in all rooms above the third grade shall send a weekly report** to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—**Teachers shall investigate** all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of **ten instances** of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil **may be transferred** by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. **No excuse** for absence or tardiness **shall be accepted**, unless it allege sickness, or some equally imperative necessity.

12.—**Teachers shall record absence occasioned by sickness** until such absence shall amount to **ten successive half-days**, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. **Pupils detained from school for the religious observance**

of Holy-days, will be excused by bringing written notice from their parents to that effect.

13.—No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half-days from the time of withdrawal, the whole number of half days from the time of withdrawal and return shall be counted as absence.

14.—Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. Corporal punishment shall be administered only in extreme cases, and never at the same session of school in which the offense was committed; nor by a subordinate teacher, until the case has been reported to the Principal; and the teacher shall keep a record of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

15.—Teachers may detain pupils an hour at the close of the afternoon session, and no longer and at no other time, for discipline, or to make up neglected lessons.

16.—Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

18.—The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—If the parent or guardian shall not provide the required text-books, the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21.—Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal, out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the close of each term, every teacher shall report to the Superintendent the names of such pupils as have been particularly distinguished for punctual attendance, good behavior or excellent scholarship.

XXI.

GRADATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded :

1. For the lowest grade of teachers a salary shall be paid at such rate as the Board, at the annual election of teachers, may determine.
2. For each subsequent year \$50 shall be added to the salary of the previous year, (provided the services of the teacher are approved by the Board), until the salary shall reach the maximum of the grade in which the teacher is employed.
3. Salaries not included above, will be fixed as, in the judgment of the Board, circumstances may require.
4. The graduates of the High School, for the current year, shall have preference in appointments, over all other applicants, to the Training Schools.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools are free to those children only whose parents or guardians reside in the district. When there are seats not required by children belonging in the District, pupils, not residents, may be received as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term or balance of the term, on which the pupil proposes to enter ; at the rate of forty dollars a year, or one dollar a week in the High School ; and twenty dollars a year, or fifty cents a week, in all schools below the High School.

2.—No pupil shall be admitted without a ticket obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

XXIII.

DUTIES OF PUPILS.

1.—Pupils shall be regular and punctual in attendance, decent in dress, cleanly in person, industrious, respectful and obedient ; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—No scholar shall be allowed to enter or remain a member of any public school out of his or her own district, except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in case of removal from one district to another, to continue their children, till the end of the school year, in the school which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—Pupils shall make up neglected lessons, unless excused ; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5.—Any pupil guilty of profanity, obscenity, truancy, or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking, or

otherwise injuring the school buildings, or other school property, or guilty of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—No scholar shall be allowed to remain in any school-room during the noon recess, unless a teacher be present.

7.—No pupil shall be allowed to be absent from school, during the regular sessions, to take Music, Dancing or other lessons.

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following course of discipline.

1.—For the first offense, in addition to the ordinary school discipline, the name of the offender shall be reported to the Superintendent, by whom it shall be recorded, and then given to the Secretary, whose duty it shall be to see the parents or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct, if persisted in. For a repeated offense the pupil shall be transferred by the Superintendent to the truant school.

2.—Whenever a pupil is transferred to the truant school, notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and in case of non-attendance of such pupil, shall immediately notify the Secretary.

3.—It shall be the duty of the Secretary, on receipt of such notice, to inquire into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—No pupil thus transferred to the truant school shall be permitted to enter another school, except by recommendation of the teacher of the truant school and with the approval of the Superintendent.

XXV.

ELECTION OF JANITORS.

Janitors shall be elected annually, at the last meeting of the Board, in the month of June, unless the election be deferred to a future meeting.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the duty of janitors to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 5 o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates twenty minutes before nine o'clock, A. M., and fifteen minutes before two o'clock P. M., and close them when school commences; to be present and open the gates at the time for closing

school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order.

8.—To sprinkle the yards and street in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the front yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The **school year shall begin** during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually appoint.

2.—The **regular holidays** shall be Thursday and Friday of Thanksgiving week, Fast Day, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—The **regular school hours** shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with **appropriate devotional exercises.**

5.—In case of a **violent storm**, the Superintendent will indicate, through the Fire Alarm Telegraph (2-2 and repeat), that the morning session will be prolonged to 1 o'clock.

6.—The public are invited to visit the schools; but **teachers shall not deviate from their usual exercises**, except by request of some member, or officer of the Board.

7.—**No one shall be allowed to offer** on the school premises **anything for sale, examination, or exhibition**; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature.

XXVIII.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year **pupils** in the highest grade of the Grammar Schools, who pass the prescribed examination, **are promoted to the Hillhouse High School.**

2.—**Examination** for the promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each School, under the direction of the Superintendent ; the applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—**Instruction may be given** in the following branches of learning, viz. in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature ; in Reading, Declamation, Spelling, Defining and Composition ; in the French, German, and Latin languages ; in Rhetoric, Logic, Mental and Moral Philosophy ; in History and Political Philosophy, together with the Constitution of the United States and Connecticut ; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music, and Drawing.

4.—**The particular order** and manner in which instruction shall be given in the branches taught in the High School shall be arranged by the Superintendent and Principal of the School, subject to the approval of the Committee on Schools.

5.—**Admission** to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular course.

HIGH SCHOOL COURSE.

FOURTH CLASS.

First Term (20 weeks.)

Arithmetic and Book-keeping.

U. S. History.

Physical Geography.

Botany and Physiology.

French, German, or Latin.

Second Term (20 weeks.)

Arithmetic and Book-keeping.

Ancient History.

French, German, or Latin.

THIRD CLASS.

Algebra.

Rhetoric and English Language.

French, German, or Latin.

Algebra.

Mediæval History.

French, German, or Latin.

JUNIOR CLASS.

Geometry.

Natural Philosophy.

Modern History.

Latin.

Geometry.

Chemistry.

English Literature.

Latin.

SENIOR CLASS.

Geology.

Astronomy.

English Literature.

Trigonometry.

Reviews.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils in the last four grades will have exercises in Elocution, in the form of Reading, Declamation or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

TABULAR VIEW OF THE SCHEME OF STUDIES^a IN THE NEW HAVEN GRADED SCHOOLS.

[illegible]

NOTE.—Each grade comprises one year. Each year is divided into five parts, of eight weeks each. The figures indicate the number of pages in the text book to be completed during each period.

The text book of French's First Lessons in Arithmetic, Eaton's Intellectual Arithmetic, Swinton's Language Primer and Language Lessons, must be used only by the teacher, who will make the lesson a dictation exercise.

Exercises in Music which may be omitted. **Book First :** Nos. 332, 353, 370, 393, 407, 409. **Book Second :** Nos. 22, 77, 133, 160, 180, 226, 227, 232, 253, 254, 258, 264, 265, 341, 375, 399, 415, 419, 431, 479. **Book Third :** Nos. 42, 73, 75, 103, 122, 137, 150, 161, 162, 173, 174.

It is the teacher's responsibility to prepare her pupils thoroughly for promotion to the next higher class or grade in all the studies required.

REMARKS ON THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. The experience of each year will enable us to ascertain what modifications may be necessary to render the adaptation more complete.

I.—The “Tabular View” presents the whole course of study, divided into *forty equal parts*, to correspond with the same number of periods of time, each comprising *eight weeks*. This furnishes a convenient *scale* of forty degrees, upon which the pupils of our schools are classified.

II.—Teachers should ascertain, at the outset, what *subjects* are to be taught during each *period of time*, and should aim to make each pupil master every part of the course assigned to the period.

III.—The *youngest class* in the grade is to complete the work assigned for each *period*; and this class will determine the *grade* to which the *room belongs*. The progress of the older classes should not be hindered by those less advanced.

IV.—Teachers must take *special care* that all studies shall be advanced equally, as determined by the scheme; that no *favorite* study or exercise shall receive undue attention, to the neglect of other studies.

V.—If a teacher is not able to take her class thoroughly over the work assigned for each period, there is reason for investigation, on her part, to determine the cause of failure and to seek how to avoid it in future.

VI.—Each Principal is at liberty to make a more detailed scheme of studies for each *period*, to be limited by the general scheme, as defined by the foregoing table. The principals are expected to see that every teacher, in their respective districts, shall give faithful and satisfactory instruction as required by this scheme, and report the results of examinations to the Superintendent, near the end of the Fall and Winter Terms.

VII.—N. B. Teachers must be careful to *keep themselves familiar with those parts* of this “Course of Study” which pertain to *their own grades*, and to *follow faithfully the directions given*.

COURSE OF STUDY.

THE FOLLOWING COURSE OF STUDY IS MADE OBLIGATORY BY THE BOARD
UPON ALL THE GRADED SCHOOLS.



GRADE I.—FIRST YEAR.

SUMMER TERM.

Reading.—Lessons from cards and blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Chart No. 1.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not*, proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

FALL TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Chart No 1.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 30.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc.

<i>Morals,</i>	} Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."
<i>Manners,</i>	
<i>Maxims.</i>	

WINTER TERM.

Reading.—Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters, teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Chart No. 2.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, *teacher placing the exercises on the blackboard*. Review definitions at close of term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right; in everything; at all times.

GRADE II.—SECOND YEAR.

SUMMER TERM.

Reading.—Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Chart No. 2.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher *improvising* in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

FALL TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 3.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35, Jepson's Music Reader, Book First. Teachers *improvise* same class of exercises at each lesson. Drill 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses: their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

WINTER TERM.

Reading.—Follow previous directions.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 3 and 4.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred.

Singing.—Finish Chapter 39, Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained? What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

GRADE III.—THIRD YEAR.

SUMMER TERM.

Reading.—Second Reader continued.

Spelling.—As before.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Chart No. 4.

Arithmetic.—French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Also dictation exercises. Roman numerals to one thousand.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book First. Spend six weeks on the subject of Chapter 40, *improvising* at each exercise, introducing each third of the scale with eighth notes separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employment. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a

cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

FALL TERM.

Reading.—Third Reader begun. Observe directions previously given. Special care to be taken to *express* the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 4 and 5.

Arithmetic.—French's First Lessons. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 47. Jepson's Music Reader, Book First. Spend four weeks each, on Chapters 42, 45. *Improvise* at each exercise, introducing the fourths and fifths of the scale with eighth notes, separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

WINTER TERM.

Reading.—Third Reader. Directions as before.

Spelling.—As before. Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis (p. 13). Explain the *Key Mark* and its use (43, p. 7); also the marks indicating long and short sounds (1 and 2, p. 6). Spell orally and by writing. Teach the table of elementary sounds (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Chart No. 5.

Arithmetic.—French's First Lessons. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher.

Singing.—Finish Chapter 51, Jepson's Music Reader, Book First. Spend four weeks each on chapters 48, 49, 50 and 51. *Improvise* single part exercises daily, preferring them to exercises with syllables applied. Daily drill, 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

GRADE IV.—FOURTH YEAR.

SUMMER TERM.

Reading.—Third Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also, the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—As before.

Drawing.—Chart No. 6.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D, preferring them to exercises with syllables applied. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instruction lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

FALL TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Book No. 1, Spencerian shorter course, with lead pencil, to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 6 and 7.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two examples of each to be thoroughly studied. Also, color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

WINTER TERM.

Reading.—Third Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, Shorter Course, with practice paper and analysis.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Birds. Classification same as last term. The following to be studied: vulture, mocking-bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.
Morals and Manners.—Decision. Characteristic of energy, enterprise, etc.
The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.
Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the notation found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.
Writing.—Spencerian, Book No. 2, with practice paper.
Drawing.—Chart No. 9.
Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.
Geography.—Mitchell's Primary.
Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.
Physical Exercise.—Continued.
Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.
Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.
Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Fourth Reader. Give careful attention to modulation.
Spelling.—Town's Speller.
Writing.—Book 2, with practice paper.
Drawing.—Chart No. 10.
Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.
Geography.—Mitchell's Primary.
Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each Chapter, carefully observing corresponding directions for preceding term.
Physical Exercise.—As before.
Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right *choice* of objects ; right *way* of securing them ; right *time* for doing whatever will secure success. Different ways men take to gain their ends ; which right, which wrong.

WINTER TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 3, and practice paper.

Drawing.—Chart No. 11.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly : whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Swinton's Language Primer.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.—SIXTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Book, No. 3, with practice paper and analysis.

Drawing.—Chart No. 12.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, each scholar to write out all the transpositions of the scale, teacher improvising single part exercises on the subject of each lesson ; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's MANUAL OF COMMERCE.)

Language.—Swinton's Language Primer. Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit; importance of good; consequences of bad. Who are slaves under control of habit.

FALL TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 4.

Drawing.—Charts Nos. 13 and 14.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given. Teacher must not fail to improvise exercises, introducing each new accidental.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Primer. Some objects from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

WINTER TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book Nos. 4 and 4½, with practice paper and analysis.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, with map drawing.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons. Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

GRADE VII.—SEVENTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal Drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Book, No. 4 $\frac{1}{2}$, with practice paper. Analysis and blackboard illustrations.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

FALL TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Books 4 $\frac{1}{2}$ and 5.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, etc.; as last term.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Jepson's Music Reader. Same as for second term, grade six.

Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and the employed.

WINTER TERM.

Reading.—Fifth Reader as last term.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book, No. 5.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, with map drawing.

History, U. S.—Anderson's Pictorial School; three lessons a week.

Singing.—Jepson's Music Reader. Same as for the third term, grade six.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.—EIGHTH YEAR.

SUMMER, FALL AND WINTER TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words. 2nd term, finish; 3d term, review.

Writing.—Book No. 7, with practice in rapid writing.

Drawing.—Charts 18, 19 and 20.

Arithmetic.—1st term, French's Common School Arithmetic. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Kerl's First Lessons, or Common School.

History, U. S.—Anderson's Pictorial School.

Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.

<i>Oral Instruction,</i> <i>Language,</i> <i>Morals and Manners.</i>	}	As during first term, Grade VII, or any topic previously given.
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N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

Rep. Lewis H. Jackson

236226
ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Aug. 31, 1877.



NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS, 371 STATE ST.
1877.

ANNUAL REPORT
OF THE
BOARD OF EDUCATION

OF THE
New Haven City School District,

For the Year ending Aug. 31, 1877.



With Compliments of

A. Parish.

ERS, 371 STATE ST.

SCHOOL CALENDAR FOR 1877-78.

1877.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY	1878.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
<i>Sept.</i>	1	2	3	4	5	6	7	8	<i>Mar.</i>	24	25	26	27	28	29	30	31
	1	2	3	4	5	6	7	8		24	25	26	27	28	29	30	31
	9	10	11	12	13	14	15	16		2	3	4	5	6	7	8	9
	17	18	19	20	21	22	23	24		10	11	12	13	14	15	16	17
	25	26	27	28	29	30	31			17	18	19	20	21	22	23	24
<i>Oct.</i>	5	6	7	8	9	10	11	12	<i>April.</i>	29	30	31					
	5	6	7	8	9	10	11	12		29	30	31					
	13	14	15	16	17	18	19	20		1	2	3	4	5	6	7	8
	21	22	23	24	25	26	27	28		7	8	9	10	11	12	13	14
	29	30	31							14	15	16	17	18	19	20	21
<i>Nov.</i>	9	10	11	12	13	14	15	16	<i>May.</i>	32	33	34	35				
	9	10	11	12	13	14	15	16		32	33	34	35				
	17	18	19	20	21	22	23	24		3	4	5	6	7	8	9	10
	25	26	27	28	29	30	31			10	11	12	13	14	15	16	17
<i>Dec.</i>	13	14	15	16	17	18	19	20	<i>June.</i>	36	37	38	39				
	13	14	15	16	17	18	19	20		36	37	38	39				
	21	22	23	24	25	26	27	28		2	3	4	5	6	7	8	9
	29	30	31							9	10	11	12	13	14	15	16
1878.	16	17	18	19	20	21	22	23	<i>July.</i>	40							
<i>Jan.</i>	16	17	18	19	20	21	22	23		40							
	24	25	26	27	28	29	30	31		1	2	3	4	5	6	7	8
	2	3	4	5	6	7	8	9		7	8	9	10	11	12	13	14
	10	11	12	13	14	15	16	17		14	15	16	17	18	19	20	21
	18	19	20	21	22	23	24	25		21	22	23	24	25	26	27	28
	26	27	28	29	30	31				28	29	30	31				
<i>Feb.</i>	20	21	22	23	24	25	26	27	<i>Aug.</i>								
	20	21	22	23	24	25	26	27									
	28	29	30	31						4	5	6	7	8	9	10	11
	1	2	3	4	5	6	7	8		11	12	13	14	15	16	17	18
	9	10	11	12	13	14	15	16		18	19	20	21	22	23	24	25
	17	18	19	20	21	22	23	24		25	26	27	28	29	30	31	

Fall Term begins Monday, Sept. 3; ends Dec. 21.=15 weeks 2 days.
Winter Term begins Wednesday, Jan. 2; ends April 26.=16 weeks 2 days.
Summer Term begins Wednesday, May 8; ends July 3.=8 weeks 1 day.

Number of school weeks in the year,=40.
Number of school days in the year,=200.

Annual State Fast (Good Friday), April 19.
State Teachers' Association, October 19.

NOTE.—School Days and Weeks are printed in prominent figures.

SCHOOL OFFICERS

BOARD OF EDUCATION:

HARMANUS M. WELCH, PRESIDENT.

HARMANUS M. WELCH,	-	-	-	-	-	-	1877.
MAIER ZUNDER,	-	-	-	-	-	-	1877.
SAMUEL E. MERWIN, JR.,	-	-	-	-	-	-	1877.
SAMUEL HEMINGWAY,	-	-	-	-	-	-	1878.
GEORGE H. WATROUS,	-	-	-	-	-	-	1878.
M. FRANK TYLER,	-	-	-	-	-	-	1878.
JOHN E. EARLE,	-	-	-	-	-	-	1879.
NATHAN T. BUSHNELL,	-	-	-	-	-	-	1879.
PATRICK MAHER,	-	-	-	-	-	-	1879.

COMMITTEE ON FINANCE,

SAMUEL E. MERWIN, JR., HARMANUS M. WELCH,
GEORGE H. WATROUS.

COMMITTEE ON SCHOOLS,

JOHN E. EARLE, MAIER ZUNDER,
M. FRANK TYLER.

COMMITTEE ON SCHOOL BUILDINGS,

NATHAN T. BUSHNELL, SAMUEL HEMINGWAY,
PATRICK MAHER.

SUPERINTENDENT,

ARIEL PARISH.

SECRETARY,

HORACE DAY.

TREASURER,

HARMANUS M. WELCH.

COLLECTOR,

WILLIAM HILLHOUSE.

AUDITORS,

RICHARD F. LYON,

FRANCIS E. HARRISON.

REPORT

OF THE

BOARD OF EDUCATION.

IN presenting the usual Annual Report to the people of the District, the Board of Education has to call attention to the somewhat unusual demands that have been made during the past year for additional school accommodations. Upon the opening of the fall term of 1876 the seatings in the Washington and Skinner sub-districts were not sufficient for the children of those sections. Though temporary rooms were fitted up as far as possible to relieve the immediate pressure, the Board, in view of the need of new school rooms, early last fall bought a lot on the corner of Greenwich avenue and Second street, and contracted for the construction of a building, which was ready for occupancy at the beginning of the spring term of this year. The building, which seats comfortably two hundred children, was immediately filled by primary scholars. This relieved that part of the District from present pressure. The building and the land on which it stands, with the furniture, cost \$10,350.

For the relief of the Webster sub-district—where at the opening of the year 1877 there was a need of nearly

one hundred seats—the Board has bought a lot on the corner of Davenport avenue and Asylum street: and though various delays have occurred in perfecting the title to the land, a contract has been made for a four-room brick building to seat two hundred children, which will be ready for the winter term. The cost for this lot and building will be about \$14,000.

In the Skinner sub-district a lot has been purchased upon Humphrey street, and on this a similar building is being erected, also to be ready for the winter term. Its capacity is the same as of all the primary buildings of the District, seating two hundred. The cost for lot and building will be about \$13,000.

The Committee on School Buildings, upon whom has fallen the duty of building new school houses, have given much care and thought to the design and construction of these new buildings, and it is believed that in all which pertain to well-ordered school houses they are second to none. The committee have designed to put up buildings not only well arranged for school use, but also with exteriors of a pleasant and agreeable architectural effect.

The Board also, after due examination, considered it for the future interest of the District to purchase twenty feet of land adjoining the southern line of the Skinner School lot, and have so done.

Several of the school houses in the District having needed from sanitary and even economical reasons, quite extensive repairs, and in some cases, alterations, the expenditure in this direction has been much greater than is usual during one year. But this work has been well and thoroughly done, and for many years to come no such expense will be necessary. With the school accom-

modations also, now ready or preparing, it is believed that no more new buildings will be required for the coming year.

It is noteworthy that notwithstanding the depression in business and the general distress, the attendance during the past year has been greater than ever before.

In these times of economy and retrenchment the Board has given earnest thought to the matter of the salaries of their teachers; and to help them in their deliberations they have obtained statistics bearing on this subject from very many cities and large towns of the country. The Board has felt that while the City of New Haven could not afford to pay its teachers exorbitant prices, yet, to secure faithful and earnest service, we could not afford to be small or parsimonious. After the best consideration of the subject, the Board concluded to let these salaries remain substantially as they have been for the past year. It was found upon inquiry that our teachers as a rule were not paid more than in other cities where equivalent services are required. The cost per capita was found to be less than in the principal public schools of the country.

The Board has enlarged the course of study in the High School so as to include Greek and some additional Latin. With all the advantages afforded at this school—and they are many and great—it has been felt that those who desired to enter college in the academic department should have the instruction necessary for that purpose. After a careful examination of the subject it was found that there were pupils enough who desired to enter college, but who would be obliged to attend some other school when it was time for them to begin Greek, to justify the addition of one special instructor in that language. It is proposed to commence this instruction at the open-

ing of the fall term, and its practical working will determine whether it shall be continued or abandoned.

After a careful estimate of the expenses for conducting the schools, and the probable receipts from all sources, the Board respectfully recommend that a tax of one and one half mills be laid upon the Grand List next to be made and perfected.

The term for which S. E. Merwin, Jr., Mayer Zunder, and H. M. Welch were elected members of this Board, expires in September, and their places will be filled at the next school election.

In reviewing the work for the year, the Board feel that though much may have been left undone, yet the result of their care and attention, with the help of our Superintendent and Secretary, has been the continuance of one of our great public safeguards in full strength and activity, and the extending of the benefits of education still more broadly through the community.

By order of the Board,

H. M. WELCH, *President.*

REPORT

OF THE

FINANCE COMMITTEE.

—♦♦—

The Finance Committee of the Board of Education respectfully submit the following Report, including the accounts of the Treasurer and the Secretary :

TREASURER'S ACCOUNT.

RESOURCES.

Balance from old account,.....	\$46,607.33
Rebate on Bangor Insurance,	10.45
From State of Connecticut, for Library,.....	540.00
“ Horace Day, Sundry Collections,.....	1,414.35
“ Town of New Haven Taxes,	51,987.48
“ Town Deposit Fund,	1,798.90
“ Connecticut School Fund,	13,022.00
“ State of Connecticut, Civil List,	19,533.00
“ William Hillhouse, Collector,.....	92,213.50
“ Walter Osborn, Collector,.....	1,157.10
	\$228,284.11

EXPENDITURES.

Total amount of Orders paid,.....	\$206,788.88
Balance to new account,.....	21,495.23
	\$228,284.11

Respectfully submitted,

H. M. WELCH, *Treasurer.*

NEW HAVEN, Aug. 31, 1877.

The undersigned having examined the accounts and vouchers of H. M. Welch, Treasurer of the New Haven City School District, for the year ending September 1, 1877, find the same correct, and that a balance of Twenty-one thousand four hundred and ninety-five dollars and twenty-three cents, was due said District at said date.

RICHARD F. LYON,
FRANCIS E. HARRISON.

NEW HAVEN, CONN., Sept. 1, 1877.

SECRETARY'S ACCOUNT.

The expenditures for the year ending September 1, 1877, have been as follows, viz:

Salaries of Teachers,.....	\$132,982.78	
“ Janitors,.....	8,096.35	
“ Officers,	5,750.00	
		<u>\$146,829.13</u>
Fuel,.....		3,517.34
Rent—Hamilton School,.....	1,500.00	
German-English School,.....	275.00	
State street Schools,.....	195.00	
George street School,.....	80.00	
		<u>2,050.00</u>
Printing—Annual Report, and Rules of the Board,..	623.05	
High School Reports and other printing,.....	124.86	
Papers for High School Examinations,.....	54.62	
Papers for High School Graduation,	22.00	
Registers,	25.00	
Report Blanks to Superintendent,.....	33.00	
Advertising,.....	68.50	
Admission Tickets,	7.50	
Schedule of Examinations,.....	4.75	
Merit Cards,.....	10.00	
Absence Cards,.....	37.50	
School Notices,	6.50	
Circulars,	4.87	
Supply Orders,	12.50	
School Diaries,	72.00	
Time Tables and Bill Heads,	10.50	
Check Book,	9.60	
Grammar School Examination Papers,.....	66.00	
		<u>1,192.75</u>
Books, Philosophical and Chemical Apparatus, etc.,		
High School,	694.49	
Reference Books,	75.24	
School Books,	547.43	
Globes, Charts and Maps,	239.95	
		<u>1,557.11</u>

REPORT OF FINANCE COMMITTEE.

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Stationery—Writing paper,.....	\$671.70	
Drawing paper,.....	120.00	
Lead pencils for drawing and writing,.....	109.44	
Slate “ “ “ “ “	6.00	
Sharpening pencils “ “ “	188.16	
Pens,	183.67	
Pen holders and pen racks,.....	10.00	
Ink,.....	80.00	
Ink stands, ink wells and covers,.....	5.50	
Chalk crayons,	88.60	
Slates,	9.00	
Envelopes,.....	15.70	
Blank Book, Grand List,.....	14.00	
Letter Files and Binders,	5.90	
Blank Books,	31.00	
Music Paper,.....	12.00	
		\$1,550.67
Supplies for Janitors—Brooms,	16.86	
Floor Brushes,	96.69	
Feather and Counter Dusters,.....	85.62	
Mats and Matting,.....	44.67	
Shovels, Hods and Dust Pans,.....	15.49	
Baskets, Pails and Cups,.....	26.20	
Wheelbarrows and Ladders,.....	7.60	
Bells,.....	6.10	
Hose, Hose Reels, and Watering,	66.00	
Thermometers,	5.50	
Black Board Rubbers,	79.99	
		450.72
Miscellaneous—Annual School Meeting,.....	153.55	
Enumerating Children,.....	400.41	
Assessors' Bill for making Grand List,	500.00	
Cleaning School-houses,	492.17	
Furniture and Repairs,.....	236.81	
Musical Instruments and Repairs,	34.00	
Clocks and Repairs,	69.15	
Gas and Oil for Eve'g School, Office, High School,	137.80	
Travel and Carriage Hire,.....	288.95	
Freight, Express, Carting and Errands,	49.03	

Miscellaneous—Postage,.....	\$11.10	
Insurance,	27.93	
Auditors,	10.00	
Blackboards, moveable,.....	27.50	
High School Diplomas,	42.38	
High School Graduation Exercises,	16.00	
Clerical assistance to Superintendent,.....	61.70	
Legal Expenses,.....	16.25	
		<u>\$2,574.73</u>
Repairs and Improvements—Furnaces, Stoves and repairs,	1,654.14	
High School,	781.04	
Webster “	2,262.94	
Eaton “	559.12	
Wooster “	1,319.51	
Dwight “	1,056.10	
Skinner “	1,082.12	
Wash'ton “	657.60	
Cedar St. “	892.90	
Dixwell “	490.10	
Grand St. “	2,404.83	
Fair Street School,.....	377.50	
Woolsey “	393.50	
Division St. “	564.75	
Carlisle St. “	139.52	
Oak St. “	654.90	
Whiting St. “	544.57	
City Point “	19.50	
Edwards St. “	856.20	
West St. “	256.16	
Hamilton “	68.77	
German-Eng. “	4.87	
State St. “	8.65	
George St. “	7.38	
		<u>17,056.67</u>
Ordinary Expenses,.....		<u>\$176,779.12</u>

EXTRAORDINARY EXPENSES.

Greenwich avenue School Lot,	\$900.00	
Architect,	72.62	
Masons' contract,	4,057.75	
Joiners' "	3,267.00	
Lightning Rod,	75.00	
Iron Fence,	139.00	
Furnaces,	400.00	
Curbing and Concrete Walks,	211.90	
Furniture,	825.00	
Recitation Seats, Fences, and all other extras, ..	400.67	
		\$10,348.94
Addition to Skinner lot,		2,000.00
Finishing four rooms and halls, furnishing Division Street School,		1,736.19
City assessment for Road, Dixwell School,		130.13
Davenport avenue lot,	3,886.67	
Architect,	159.64	
Paid on Masons' contract,	4,000.00	
Paid on Joiners' "	600.00	
Curbing,	13.69	
		8,660.00
Humphrey Street lot,	3,262.00	
Architect,	150.00	
Paid on Masons' contract,	1,600.00	
Paid on Joiners' "	600.00	
		5,612.00
Superintending Buildings and Repairs,		300.00
Telegraphic Apparatus,		850.00
Extraordinary Expenses,		\$29,637.26
Total Expenses,		\$206,416.38
Ordinary Expenses for the year ending Sept. 1, 1877,		\$176,779.12
" " " " " 1876,		162,045.35
Increase,		\$14,733.77
Extraordinary Expenses for the year ending Sept. 1, 1877,		\$29,637.26
" " " " " 1876,		6,839.41
Increase,		\$22,797.85

NEW HAVEN, Sept. 7, 1877.

The undersigned have examined the bills, accounts, and vouchers of Horace Day, Secretary of New Haven City School District, for the past year, and find the same correct.

RICHARD F. LYON, }
 FRANCIS E. HARRISON, } *Auditors.*

The ordinary expenses of the School District, for the year commencing September 1, 1877, are estimated by the Committee as follows, viz:

Salaries of Teachers,.....	\$135,000.00
" Officers,	5,750.00
" Janitors,.....	8,400.00
Books, Stationery and Printing,.....	4,000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,.....	500.00
Rent of School-houses,.....	2,000.00
School Census and making Grand List,.....	1,000.00
Cleaning School-houses,.....	500.00
Fuel,	5,000.00
Repairs,.....	2,000.00
Furniture,	850.00
Insurance,.....	4,000.00
Contingencies,.....	1,000.00
	<hr/>
	\$170,000.00

The following real estate owned by the District is estimated as nearly as possible at its original cost.

Webster School Lot and Building,	\$ 23,000.00
Eaton School Lot and Building,.....	32,000.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,.....	27,000.00
Dixwell School Lot and Buildings,.....	8,500.00
Cedar Street School Lot and Building,.....	7,000.00
Whiting Street School Lot and Building,.....	2,000.00
City Point School Lot and Building,	800.00
Wooster School Lot and Building,	25,000.00

Fair Street School Lot and Building,	\$12,400.00
Skinner School Lot and Building,.....	46,000.00
Washington School Lot, Building and Furniture,.....	49,000.00
Edwards Street School Lot, Building and Furniture,.....	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,.....	7,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,.....	24,000.00
Woolsey School Lot, Building and Furniture.....	45,000.00
West Street School Lot, Building and Furniture,	18,200.00
Greenwich Avenue School Lot, Building and Furniture,.....	10,350.00
Davenport Avenue School Lot, and Payments on Building,	8,660.00
Humphrey Street School Lot and Payments on Building,	5,612.00
	<hr/>
	\$529,722.00

Respectfully submitted,

S. E. MERWIN, JR.,

Chairman.

NEW HAVEN, Sept. 1, 1877.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the New Haven City School District :—

GENTLEMEN:—Herewith I submit this my twelfth annual report of the Schools under your care, for the year ending August 31, 1877.

In reviewing the work of the year, we have gratifying evidence that steady progress has been made in the various departments of the schools. The system of instruction, based on the scheme of studies adopted seven years ago, has become quite uniform through all the grades, and its increasing efficiency has been more obvious during the past year than at any previous time. The annual examination, held near the close of the school year for the general promotion of pupils, revealed many features of the teachers' work, which will be of great service hereafter in the improvement of methods in teaching.

An increasing public interest in the schools is manifest, especially on the part of parents, by their more frequent visitation of the schools and cordial coöperation with teachers in the performance of their duties. Every year brings parents into more intimate acquaintance with the labors and responsibilities of those who assume the office of training and teaching their children. As a conse-

quence, they appreciate better the difficulties and obstacles with which teachers have to contend, their sympathies are enlisted, the child becomes an object of mutual interest between the teacher and parent, a cordial concert of action follows, and the individual interests of the pupil and general welfare of the school are promoted. On the other hand, progress has been made in another direction, scarcely less important. There has been a large diminution of that class of parents who are ever ready upon the smallest provocation, often without the slightest reason, to charge the teacher with the grossest impropriety of conduct in the treatment of their children. The highest success will be attained in the management of our schools chiefly through a mutual understanding and cordial coöperation of teachers and parents. Every indication that parents regard the teachers of their children as co-laborers with themselves, worthy of their confidence and sympathy,—that teachers feel their obligations to act as wise and judicious parents should in all their relations to the pupils under their care, will afford the most satisfactory evidence that our schools are fulfilling the purpose for which they were designed.

The aggregate attendance has exceeded that of any previous year. The ratio of the number enrolled, to the number enumerated between the ages of four and sixteen years, is greater than ever before. For the first time the total number in daily attendance, in all the schools, has been above eight thousand pupils; and the ratio of daily attendance to the average number registered has been over ninety-five per cent.

Attendance so large and regular is due, in a great measure, to the desire of parents to have their children at school,—to the skillful management of the teachers by which the school is made attractive to the children,—and to the prevalence of good health. Comparatively little interruption has occurred from sickness of an epidemic character. Aside from scarlet fever and diphtheria in two or three localities, the health of the pupils throughout the district has been unusually good.

Death has invaded the ranks of our teachers once, during the year. MISS MARIA A. GRAVES died on the 17th of March last, after a brief illness. She began her term of teaching in the Webster School in 1860, where she remained to the end. Among the teachers longest in the service, she has been one of the best. During the last years of her life she suffered much from physical prostration, yet was never satisfied till every duty required of her was faithfully performed. As an evidence of her promptness to her duties, the record shows that she has not been once tardy during the past seven years of her school life. Long and affectionately will she be remembered by the hundreds of pupils who were under her instruction during the long period of her service in the Webster School.

While an unusually small number of teachers have resigned during the year, several important changes have occurred. Near the end of the Winter term, Mr. Gile resigned the principalship of the Eaton School, which he had held during the past nine years. Under his administration this school has enjoyed a high reputation for good scholarship and skillful management.

Soon after the close of the Summer term, Mr. Park sent to the Board his resignation, as principal of the Wooster School. This position he has filled through the long period of eighteen years. Laboring under peculiar difficulties, especially through the early part of his service, he has brought the school to such a degree of excellence that for three years past it has taken first rank among the Grammar Schools, in the preparation of classes for the High School.

By the withdrawal from the teacher's vocation of Miss C. B. Williams, Principal of the Cedar Street Training School, the district suffers a loss which cannot be easily repaired. Her ten years experience, both as subordinate and head teacher of the Dixwell Avenue School, and two years as principal of the Fair Street Training School, enabled her to assume with great advantage, the far graver responsibility of the school she has just left. Of

the hundred teachers, prepared for their duties in the training schools, now in the employment of the district, a majority received their preparation under her supervision and instruction. The value of her seven years of service in these training schools cannot be easily estimated. Her twofold duty of preparing the pupil-teachers for their future employment and of securing for the children thorough instruction and training, has been one of no ordinary character. Her success in both has been marked and highly satisfactory,—secured by unwearied labor, sound judgment, abundant reading and research for knowledge pertaining to her vocation, and a conscientious performance of every known duty.

Miss Julia M. Catlin, of No. Eleven Washington School, completed her tenth year of service and declined reappointment at the close of the last term. Beginning with a primary room she was rapidly promoted till she reached the room which she has conducted with rare ability through the past six years.

Mrs. Lyon of the Washington School, left early in the year. Mrs. Bell of the Wooster School resigned, in March, on account of sickness. Miss Dudley withdrew from the Dixwell School at the close of the Winter term. Miss Cargill and Miss Byrne of the Washington School declined reappointment. Miss A. C. R. Siebke of the Woolsey School, resigned in February.

Mr. Walbridge of the Woolsey Ungraded School resigned, in March last, and Mr. William G. Pratt was appointed as his successor. Mr. Walbridge performed faithful service about four years.

The vacancy in the Eaton School was filled by the election of Mr. Samuel T. Dutton as principal, and he entered upon his duties at the beginning of the term in May. He is a graduate of Yale, class of 1873, and during the past four years has had charge of the South Norwalk High School. His previous familiar acquaintance with the New Haven system, enabled him to enter upon his duties with greater facility, and he has already made a good beginning, which promises abundant success in the future.

Thomas H. Fuller, A.M., a graduate of Yale, class of 1863, is elected as successor to Mr. Park in the Wooster School. He has had charge of the High School, in Birmingham, the past five years, and his record as an earnest, efficient and competent teacher, is very satisfactory. There is every reason to expect that under his administration, Wooster School will maintain the high rank it now holds.

Mrs. Maria L. Breen, for many years the first assistant in the Woolsey School, has been transferred and appointed to fill the vacancy made by the resignation of Miss Williams, as principal of the Cedar Street Training School. Her long and successful experience in all the grades of our schools, gave the Board ample assurance of her capability to prepare candidates for their duties as teachers.

Mrs. Julia A. Willard, a lady of large experience in graded schools, recently in charge of the highest grade of the Elm Street Grammar School, Springfield, Mass., and previously in Cambridge, is appointed to fill the vacancy made by the transfer of Mrs. Breen.

Other vacancies have been filled by promotion of teachers and appointments from the Training Schools.

SUMMARY OF STATISTICS FOR 1876-77.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was.....	49,621
The ratio of the number of children between 4 and 16 years to the whole population of the city, was in 1870 as.....1:4.526	
Supposing the ratios to be the same now, the present population of the city may be accurately estimated thus:	
No. of children, $12,964 \times 4.526$ = the No. for the whole city, 58,675	
Whole population of the city, January, 1877,.....	58,675
Total increase of the whole city since 1870,.....	9,054
Assessed valuation of the real and personal property of the town, including the city, 1876, assessed at about two-thirds its true value,.....	\$49,209,049
Assessed valuation of the (City) School District,.....	44,227,831
The rate of taxation for all school purposes, was .0015, or 1.5 mills on a dollar,.....	.00150
For all city and town purposes, $13\frac{3}{4}$ mills,.....	.01375
Total rate of city and school taxation $15\frac{1}{4}$ mills on a dollar,...	.01525

The number of persons between the ages of 4 and 16 years, enumerated in January, 1877, was.....	12,964
Increase since 1876,	378
Number of school houses occupied and owned by the District,	19
Number of school houses occupied and rented by the District,	5
Number of school houses occupied—owned and rented by the District,	24
Number of school rooms occupied,	165
Increase,	7
Number of sittings,	8,602
Increase,	355

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,	14
Number of female teachers,	190
Increase,	5
Number of teachers employed in the day schools, including drawing and music teachers,	204
Increase,	5
Number of male teachers employed in the evening schools for young men,	8
Total number of teachers employed in the day and evening schools,	212

NUMBER OF PUPILS.

Whole number registered during the year—	
Boys,	6,085
Girls,	5,341
Average number registered (belonging) during the year,	7,866
Increase,	438
Average number in daily attendance,	7,491
Boys,	3,986
Girls,	3,505
Increase,	450

ATTENDANCE.

Per cent. attendance of all the day schools, .....	.952
Increase, .....	.04
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years), .....	.604
Increase, .....	.016
Ratio of the daily attendance to the number enumerated,	575
Increase, .....	.018
Whole number of absences during the year,	147,233
Decrease,	6,891
Average number of absences to a scholar, based on the number belonging,	18.72
Decrease,	2.03
Average number of scholars absent each half day, in all the schools,	368
Decrease,	17

Whole number of tardinesses during the year,.....	7,339
Decrease,	270
Average number of tardinesses to a scholar, based on the number in daily attendance,.....	.971
Decrease, .....	.033
Number of truants,	577
Decrease,	97
Number of cases of truancy,.....	1,105
Decrease,	705
Number of scholars transferred to ungraded schools (in place of suspension formerly),.....	151
Increase,	20
Number of half days perfect attendance, Boys,.....	25,123
Girls,.....	23,982
Increase,	Boys,.....1,382
Increase,	Girls,.....2,241
Number of half days all present,.....	12,328
Increase,	1,136
Average age of all pupils,	9 yrs. 7 mos.
Decrease,	2 months.
Whole number of tardinesses of teachers, 1876-77,.....	484
" " " " 1875-76,.....	515
" " " " 1874-75,.....	777
" " " " 1873-74,.....	1,084
Number of teachers <i>not tardy</i> , 1876-77,.....	63
" " " 1875-76,.....	50
" " " 1874-75,.....	36

SCHOOL CENSUS.—The enumeration of the school population in January, 1877, exhibits an increase over that of the previous year of three hundred and seventy-eight (378) persons. This is doubtless only an apparent, not a real increase; for the return of the enumeration in 1876 indicated a loss of 350, as compared with that of 1875; and the census of 1877 shows a gain over 1875 of only 28. The enumeration of children is usually made with great care and accuracy; but an error was evident last year, although not discovered in time for correction. The increase of numbers during the past three years has been small.

The table following shows the whole number enumerated in each sub-district in the month of January, 1877; also the number of children at different ages, between four and sixteen years:—

SUB-DISTRICTS.	Total 1877.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Webster,	2,256	213	202	225	212	187	181	234	170	172	143	154	163
Eaton,	1,134	99	100	91	107	81	88	95	85	85	91	97	115
Wooster,	1,806	162	183	158	159	144	168	133	140	127	124	146	162
Dwight,	2,082	163	225	203	189	173	184	195	156	122	136	139	137
Skinner,	1,644	152	162	162	153	140	134	152	117	119	121	119	113
Washington,	2,512	274	240	232	205	245	222	216	180	164	176	171	187
Woolsey,	1,530	168	138	166	140	141	119	127	121	105	89	104	112
Total enumerated, No. in Sch. betw. 4 and 16 yrs, 3d week Jan.,	12,964	1,231	1,250	1,237	1,165	1,111	1,096	1,152	969	954	880	930	929
No. not in Public School 3d week winter term, ...	7,663	33	374	771	848	867	923	908	815	704	620	424	316
	5,301	1,198	876	466	317	244	173	244	154	250	260	446	673

As a record for easy reference the numbers enumerated in each sub-district are given for several years, together with the totals of the entire district. The numbers for the sub-districts for the years 1870, 1872 and 1875 are not at hand.

	1870	1871	1872	1873	1874	1875	1876	1877
Webster District,	----	1,784	----	2,224	2,146	----	2,247	2,256
Eaton "	----	1,273	----	1,312	1,326	----	1,389	1,134
Wooster "	----	1,746	----	1,676	1,768	----	1,595	1,806
Dwight "	----	2,073	----	2,071	2,079	----	1,853	2,082
Skinner "	----	1,460	----	1,504	1,578	----	1,537	1,644
Washington "	----	2,141	----	2,181	2,401	----	2,464	2,512
Woolsey "	Not annexed.	----	----	1,275	1,426	----	1,501	1,530
Totals,	9,936	10,477	11,873	12,263	12,724	12,936	12,586	12,964

The apparent loss to the Eaton district and gain to the Wooster is due to a change of boundary lines, by a transfer from the Eaton to the Wooster district of Hamilton st. between Grand st. and the Hartford and New Haven railroad, making a change from one district to the other of 225 children. The difference between the aggregate numbers of the two districts for 1876 and 1877 show an actual loss of 44 children in both districts.

The table following shows the number and classification of scholars belonging to the schools and in actual attendance during the third week of January, 1877, at the same time the enumeration was completed:—

SCHOOLS.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 and over.	Total.
High School,									1	6	20	68	200	295
Webster District,	9	27	84	95	85	110	105	86	101	72	69	33	28	904
Eaton "	1	22	60	68	73	75	89	78	74	64	62	42	12	720
Wooster "	4	95	158	179	202	204	197	151	110	88	56	34	8	1,495
Dwight "	7	59	110	154	134	169	157	162	138	100	76	46	36	1,348
Skinner "		44	96	86	92	108	100	86	71	97	55	19	17	871
Washington "	8	88	173	162	189	168	164	149	121	124	86	33	11	1,476
Woolsey "	4	39	90	104	92	89	96	103	79	69	60	41	10	876
Totals,	33	374	771	848	867	923	908	815	704	620	484	316	332	7,985

It is interesting to observe the very general attendance of children between the ages of 6 and 13 years. Of the whole number enumerated between those ages, inclusive, over 75 per cent. were in school. Of the whole number of those not in school during the third week in January, 2,074, or about 40 per cent., were children under six years of age.

ADJUSTMENT OF ATTENDANCE.—An equal distribution of pupils in the schools is essential to a proper classification and an economical provision of school accommodations. A sub-division of the entire district was made chiefly for this purpose; and in each sub-district a full graded school was established, which is known as the "Grammar School." The older pupils find this school easy of access from all parts of their own sub-district. In its vicinity are always pupils enough to fill the primary rooms. When this school is full the surplus of children is provided for by the erection of primary buildings, at a point most easily reached by the youngest pupils. From these schools, in due time, promotions are made to the Grammar Schools.

Now an equal distribution is easily effected when the pupils pass regularly by promotion from the smaller to the large graded school. But the tendency of pupils is always strong to seek admission to the Grammar School, even from distant parts of the district. Some parents have a vague notion that there are advantages in a large school not found in the smaller ones; and children are attracted by a more imposing building and large numbers of companions. Without a rule to control the dis-

tribution, some schools would be overwhelmed with numbers, while half the seats in others would be vacant, and both would fail to accomplish satisfactory work.

Hence, in some districts, another sub-division has been found necessary. In the Dwight district, there are pupils enough on and south of Whalley Avenue to fill all the primary rooms of the Dwight School. Therefore, that Avenue is made a dividing line, and pupils living north of it must attend Dixwell Avenue and Division Street Schools, till by promotion they can be admitted to the Dwight School. So in the Washington district pupils living north of the Derby railroad and east of Arch Street, must attend the Cedar Street School until they are prepared for promotion to the Grammar School. In the Woolsey district, Ferry Street is the line of division between Woolsey and Grand Street Schools. By thus establishing lines of sub-division, few schools have many vacant seats and none are burdened with a surplus of pupils.

It should be understood, however, that these as well as the sub-district lines themselves, are to a certain extent temporary. No child must be deprived admission to a school so long as there are vacant seats within a reasonable distance of the child's residence. So in giving tickets of admission, all lines of division may be disregarded, even to the transfer of a pupil from his own to another district, when a vacant seat can only thus be given.

The Cedar Street Training School receives pupils from the Webster district and Washington, the Fair Street and German-English from all districts; and when they are promoted they are transferred to the Grammar School of the district to which they belong.

By change of residence many pupils are left members of schools out of the district in which they live. They prefer to remain in the school to which they are accustomed, even though they are obliged to travel a long distance, and they have been allowed to do so until the end of the year. The rule of the Board forbids a longer con-

tinuance, and at the opening of the term, at the annual promotion, in May, a return of pupils to their own districts is required.

NEW SCHOOLS.—The increased school population in the Washington district made another primary building necessary; and a new house containing four rooms, to accommodate two hundred children, was erected at the corner of Greenwich Avenue and Second Street, and was first occupied at the beginning of the Summer term, in May last. The four rooms were entirely filled with children living on and south of Spring Street. The School at City Point was transferred to the new building.

In the Webster district a rented room, on the corner of George and College Streets, was provided for about fifty primary children, for whom there was no room in the Webster School. A new primary house, of four rooms, for two hundred children, will be completed at the end of the next term.

A rented room has accommodated about fifty primary children in the Skinner district. A new house on Humphrey Street for two hundred children will be ready for occupancy at the beginning of the next Winter term.

During the year, the large increase of pupils in the Division Street School, at Newhallville, has required the opening of two new rooms, making a total of six rooms occupied in the building.

IN THE SCHOOLS.—Under the system adopted, and which has now become well established, the onward movement of school duties is steady; and while methods already familiar are faithfully employed, improvements are constantly sought for which will economise time, simplify processes, and secure most satisfactory results.

The work of the schools is now so uniform from year to year that a detailed account of proceedings is not deemed necessary. Only a brief notice, therefore, will be made of subjects to which somewhat more than ordinary attention has been given.

THE ENGLISH LANGUAGE.

A very general and earnest effort has been made, in nearly all the schools, to perfect the pupils in the knowledge and use of the English language. While the grammatical construction and principles of the language have been taught with no less care than formerly, to those classes competent to pursue the study of English grammar, the practical use of language has been more generally and efficiently taught in the lower grades than ever before. Familiar, conversational exercises, construction of sentences, correction of errors in expression, written and oral, have been made daily exercises in all the classes. And it has been gratifying to observe the lively interest manifested by pupils in the subject, in all cases where the teacher is interested and enters earnestly into it herself. Swinton's Language Primer and Lessons have been used as text books. They have been found to be exceedingly well adapted to aid both the teacher and pupil, by supplying forms of expression and suggesting methods of preparing a great variety of original exercises. More abundant success, in the future, depends upon the teacher's conviction of the importance of the study and her zeal in imparting instruction.

GEOGRAPHY.—For several years, earnest search has been made for an improved method of teaching geography. How to diminish the time allotted to it, and still require that the pupil shall obtain an adequate knowledge of the study, was the subject of inquiry. The introduction of rapid map drawing, on blackboard and paper, in connection with the study, has enabled us to largely reduce the time formerly devoted to it, while the knowledge acquired is more definite and much more permanently fixed in the mind of the pupil.

During the next year geography is to be completed in the sixth grade, which will leave the seventh and eighth grades free to give more time to history and to a more thorough preparation of studies for the High School.

READING.—Phonic exercises have been practised by some schools with evident advantage to this study. In the Washington district especially the teachers have entered upon a regular, systematic course of teaching phonics, as an aid to distinctness of utterance. Without distinct articulation, good reading is impossible. Phonic exercises are indispensable to secure it.

Considerable attention is given to expression, with fair success. Some teachers excel in teaching this branch; and it is a pleasure to witness their methods of instruction and listen to the reading of their pupils.

THE METRIC SYSTEM.—Although the Metric System has occupied a brief space in the Arithmetics published during the past few years, little attention has been given to it because its general popular use has seemed improbable, or too far in the future. The subject has not even been fairly treated on its own merits; for, adopted in business only in a single instance, in the federal currency, its employment in all ordinary transactions by the American people is regarded much as the Englishman still views his cumbrous currency of pounds, shillings, pence and farthings, in comparison with our decimal system. Our pupils are drilled in the perplexing complications of duodecimals, to teach them how to find the contents of a load of wood; but how many dealers in wood ever use the rule in making their calculations? If compound numbers are used, it is often easier to reach the result, by changing the denominate numbers to integers and decimals, than to go through the long process required by the rule. If, to-day, the decimal system were in as common use in all departments of business, as it is in our currency, what would be thought of a proposition to change it for several other complicated methods, all differing from each other like the several different ones for measuring weight; one, for instance, like the English pounds, shillings, pence and farthings, for buying medicine; another requiring a different table, for buying groceries; and a third, different from either, for buying jewelry, &c., in all

of which common fractions must be introduced, to a greater or less extent?

But in view of the intimate relations of this country with more than a score of foreign nations using the decimal system; in view of the fact, that the leading business men, in all our large cities, dealing with others in foreign lands, receive orders expressed metrically; that the government of the United States has not only legalized the metric system, but adopted it in several departments; that scientific men in professional schools, civil engineers, leading architects, builders and manufacturers use it; that colleges and scientific schools now include it among the preparatory studies for admission to their institutions; that the tendency to its common use is steadily increasing;—it is evident that to delay giving instruction in this study is inexpedient and detrimental to public interests.

A familiar acquaintance with this subject may give positions in business to many boys now in our schools; and a thorough knowledge of it by the present generation of children will have a greater influence to secure its general introduction and popular use than all other causes combined. Indeed, it is hardly conceivable how the metric system can come into common use, except by a familiarity with it by the people; and no other medium can be so effective as the school, to bring the knowledge desired into every household.

ANNUAL EXAMINATION OF THE GRADED SCHOOLS.

Near the close of the Fall and Winter terms, the principal of each Grammar School has been accustomed to examine, personally, assisted by the teachers, all the classes of the schools under his special care; and the results have been forwarded to the office of the Board for inspection. Each principal prepared the questions for his own schools, and expressed the value of the answers, by his own scale of marking. As the object of the examination was to test the attainments of the scholars, and the thoroughness of the teacher's instruction; also, to furnish a basis for promotion, the method has proved successful for the purposes named.

Near the close of the last year, however, the method was somewhat modified. The Superintendent prepared printed questions for the studies in the four upper grades; consequently, the questions were the same for each of these grades, in all the schools. If the answers of the pupils could all have been *marked* by one individual, a fair comparison of classes and grades in the different schools could have been made. As the examination and marking were done by the teachers, under the supervision and inspection of the principals, a judgment formed from such a comparison can be only approximately correct. The classes below the fifth grade were examined and marked, generally by the principals.

Future annual examinations will be less experimental, and doubtless more satisfactory. By direction of the Committee on Schools the results of the examination are printed, and may be found in the Appendix of this Report.

THE HIGH SCHOOL.—No resignation has been received from any teacher in this school during the year past; and all have accepted their reappointments. Permanence of teachers, especially in the higher departments, is of the first importance to the successful progress of a school. The work of the year has been faithfully performed, and the annual examination, in April last, furnished satisfactory evidence of the qualifications of the teachers and excellent scholarship of the pupils. Specimens of questions used on the occasion may be found in the appendix following.

The number of pupils in the graduating class was thirty-three; twenty-seven females and six males. The graduation exercises took place in the large hall of the High School building, on the evening of April 19th, in the presence of a crowded audience.

Essays were read by the following members of the class, accompanied with excellent vocal music by members of the school, under the direction of Mr. Jepson, Vocal Instructor in the public schools:—

Miss FANNIE H. HUBBELL.	The question of Lord Bacon's guilt or innocence.
Miss MARY A. JUDD.	Ostracism.
Miss LIZZIE M. CATLIN.	More Matter and less Art.
Miss FANNIE Y. COOKE.	Dickens' Picture of English Home Life.
Miss MARY J. FAHY.	The Turkish Question.
Miss NELLIE B. SWAINE.	The Eccentricities of Language.
Miss M. A. MALLAHAN.	Periodical Literature.
Miss IDA E. BUSHNELL.	Ruins.
Miss ELIZABETH PALMER.	The Woman of the Past, the Present and the Future.
Miss FRANCES E. JACKSON.	The Substantial and Unsubstantial, with Valedictory Addresses.

The names of the other members of the class are :—

FANNIE E. BLAKESLEE,	SARAH LAUDENBACH,	LIZZIE E. WOODEND,
KITTIE J. BUSH,	ELLA LEE,	HENRY W. ASHER,
BERTHA L. CHIPMAN,	M. E. LINDSLEY,	CHARLES H. BLAKESLEE,
IDA E. EATON,	LIZZIE R. MCGREGOR,	HENRY O. CARRINGTON,
JOSEPHINE H. GIBBS,	GEORGIANA NORMAN,	NELSON D. HOSLER,
ELIZABETH H. GILL,	JENNIE P. PAYNE,	ERNEST T. LIEFELD,
NELLIE J. HENRY,	ALICE V. SPANG,	FRANCIS W. G. MOSHER.
CHARLOTTE E. JUDSON,	JULIA A. WATROUS,	

An examination of a class of candidates for the High School was held during the last week of the Winter term, and one hundred and forty were admitted from the Grammar Schools, and at the beginning of the Summer term an additional number from the neighboring towns, making a total of over one hundred and fifty new members.

NEW HAVEN PUBLIC HIGH SCHOOL, EXAMINATION OF CANDIDATES.

Scale of Marking 100—admission on 50 and above.

SCHOOLS.	No. Exam.			No. Admitted.	Av. Age.		STUDIES.										Per cent. of all Studies.	Per cent. on Spell. & Gram.
	Boys.	Girls.	Total.		Years.	Months.	Hist.	Geog.	Gram.	Arith.	Read.	Spell.	Writ.	Music.	Draw.			
Webster,	9	8	17	17	15	1	72.8	55.3	80.3	74.2	91.2	84.6	68.4	96.7	70.3	77.1	77.2	
Eaton,	6	13	19	17	15	0	66.0	57.5	76.6	63.0	91.1	78.4	57.4	95.3	75.8	73.4	69.8	
Wooster,	4	9	13	13	14	5	71.5	64.4	87.6	78.9	91.5	76.5	68.5	99.0	78.1	79.5	83.2	
Dwight,	8	13	21	20	15	8	72.4	71.3	69.2	63.0	95.0	83.9	61.3	96.8	64.0	75.2	66.1	
Skinner,	11	9	20	18	14	10	73.9	72.2	75.5	71.4	92.2	79.6	63.2	97.9	78.0	78.2	73.4	
Washington,	9	13	22	21	14	10	57.2	60.7	80.2	74.8	94.1	83.6	63.4	97.8	62.3	75.0	77.7	
Woolsey,	9	7	16	16	15	2	72.8	80.8	84.8	81.1	89.1	80.6	59.9	99.4	70.3	79.8	82.9	
Other than Public Sch. } ..	13	11	24	18	15	4	46.1	39.3	51.8	42.8	91.8	61.1	29.3	73.6	28.5	52.0	47.7	
Total, 1877,	69	83	152	140	15	0	66.6	62.7	75.8	68.9	92.0	78.5	59.0	94.6	65.9	73.7	72.2	
Total, 1876,	63	87	150	128	15	3	63.4	72.6	61.7	67.9	83.0	80.3	54.0	90.8	64.9	70.8	64.8	

The following are the names of twenty candidates who stood highest, placed in the order of their rank, with the names of the Grammar Schools from which they came, together with the figures indicating their attainment in both the general and special studies. The maximum number of General Studies was 900, of the Special, 200.

School.	Gen. Sp.	School.	Gen. Sp.
Skinner, Katie M. Gower,	807 180	Webster, Lillie R. Hunt,	752 171
Skinner, Fannie C. Flood,	784 182	Webster, Sarah Wilson,	749 157
Wash., William H. Noyes,	783 182	Skinner, George W. Adt,	746 150
Dwight, Elmer E. Gesner,	769 156	Skinner, James B. Bullford,	746 157
Woolsey, Mary L. Parmelee,	768 181	Wash., Henry Fresenius,	746 164
Woolsey, Helen L. Rice,	767 184	Skinner, Gussie S. Peck,	745 158
Wooster, Gracie A. Perry,	767 178	Woolsey, Annie F. Gladwin,	745 166
Webster, Allen A. DeVine,	766 169	Wooster, Arthur H. Jackson,	745 169
Woolsey, Edward D. Coe,	765 176	Dwight, Jos. H. Townsend,	742 180
Woolsey, Allie I. Hull,	752 176	Skinner, George Merrick,	741 155

TRUANCY.—The number of *truants* during the year in all the schools was about one hundred less than in the previous year. The number of half days of truancy reported is less by *forty per cent.* But the diminution has been chiefly in the Ungraded Schools, as the following figures show:

	1876	1877
Number truants in all the schools,	674	577
“ “ Ungraded, Whiting St. School,	134	64
“ “ “ Grand St. “	74	38
“ “ “ Fair St. “	17	16
“ “ in all the Ungraded Schools,	225	118
“ “ “ Graded “	449	459
	1876	1877
Number of half days truancy in all schools,	1810	1105
“ “ Ung. Whiting St. School,	656	163
“ “ “ Grand St. “	230	132
“ “ “ Fair St. “	59	24
“ “ truancy in the Ung. Schools,	945	319
“ “ “ “ Graded “	865	786

The whole number transferred from the graded schools to the ungraded in 1876 was one hundred and thirty; in 1877 was one hundred and twenty-nine. The supervision

of the truant department has been more efficient than ever before. Much credit is due to officer Sullivan for his promptness and faithfulness in the performance of his duties.

A very remarkable improvement has been shown both in attendance, and progress in learning. The attendance has been ninety-four per cent. through the year. Mr. Loomis says: "The attendance and deportment have been better than in any preceding year since my connection with the School. Many of the boys have not been absent for a whole term, and several for two terms. The prompt transfer of offenders to the State Reform School had a salutary effect on those who remained. The energy and zeal of the Truant Officer should receive due credit for the improvement; while the parents by their more cordial coöperation have done much to increase the usefulness of the School." The whole number enrolled during the year was one hundred and twenty-four. *Nine* were sent to the Reform School.

THE EVENING SCHOOL.—The number in attendance was not so large, as in preceding years, but the application to their studies and the improvement of the young men has never been more satisfactory.

THE NEW HAVEN PUBLIC SCHOOL SYSTEM.

Frequent inquiries, made by residents of New Haven and persons from abroad, seeking information pertaining to our public school system, suggest the propriety of embodying a concise statement in my annual report, to which reference may be made in answer to such interrogatories.

NEW HAVEN CITY SCHOOL DISTRICT.

This is the title of the territory in which all the schools of the city are embraced; and its boundaries are co-terminous with the city limits. The village of Westville, containing about fourteen hundred inhabitants, is a part

of the township of New Haven, but is not included as a part of the city, or city school district.

In accordance with an act of the Legislature of 1856, the "School Society" organization was abandoned and a "Board of Education" was elected in its place, consisting of nine members. Their terms of office were so arranged that one-third of the number should retire each year. Thus, by a degree of permanency, great advantage was gained from a continued membership of a majority of the Board, by which a systematic policy was rendered possible. Moreover, the reelection of members is sanctioned, and this increases the stability of the administration when the experience and wisdom of capable men are secured through a series of years.

The duties of the Board are divided, and assigned to three standing committees,—1, Committee on Schools; 2, Committee on Finance; 3, Committee on School Buildings; and two executive officers, a Secretary of the Board, and a Superintendent of Schools. The duties of these committees and officers are defined in the Manual of the Board, which is an embodiment of rules and requirements of the School System.

UNITY OF THE DISTRICT.—The city of New Haven constitutes a single school district. Its population of fifty-eight thousand inhabitants furnishes some thirteen thousand children of legal school age,—between four and sixteen years; of which more than ten thousand are found in the school rooms during some part of the year; it employs two hundred teachers who have charge of one hundred and sixty-five rooms filled daily with children. Its ordinary current expenses are about one hundred and seventy thousand dollars annually; and the estimated value of its school property is over a half million of dollars. And yet this is only a single school district, under the charge and control of nine men, who are held responsible for successful results, and perform their duties, year by year, without remuneration, except in the consciousness of faithful service performed for the public good.

Among the advantages derived from the rigid applica-

tion of system, on a large scale, is a more equal distribution of school privileges :—

1.—School buildings are located where they are needed, without interference of district lines and local interests, as in a city divided into a dozen independent school districts. We have seven Grammar school houses, conveniently located to accommodate the wants of the city, till the population shall be doubled. Primary and intermediate buildings are erected at points easy of access by the younger children, from which promotions are made to the Grammar Schools.

2.—The grading and classifying of pupils are greatly facilitated where large numbers are at command, the duties of the teacher are less complex and the instruction is made more efficient.

3.—Change of school books by the removal of families from one section of the city to another is avoided. Pupils of any grade, transferred from one school to another, are prepared to enter the same grade in any other school in the district.

4.—Greater equality in methods of instruction is secured. The scheme of studies provided for one school is suitable for any other of the same grade. Equally thorough instruction is furnished to the schools in the suburbs, as in the central parts of the city.

5.—Salaries are more equitably graded than would be practicable, if the city were divided into independent districts, in which their financial ability would widely differ.

6.—A general supervision is extended over the whole district, and the particular wants of all the schools, whether near or remote, are promptly and alike heeded.

7.—Teachers can be transferred from one school to another in any part of the district.

SUB-DISTRICTS.—Sub-divisions of the district are made, chiefly to secure a proper distribution of scholars among the schools. There are seven Grammar Schools, and each one gives name to the territory which includes the subordinate schools tributary to it. The pupils are re-

quired, by rule, to attend some school within the sub-district in which they live; yet, in case of removal of the family to another sub-district, the pupils are allowed to continue in the same school till the end of the school year.

SUPERVISION.—Although the people commit the interests of the schools to the Board of Education, as their representatives, and clothe them with power to act in their behalf, yet as active business men, pressed with duties of their own, they find it impracticable to attend personally to the details of school operations, in the various departments. They give individually much thought to the multitude of questions that demand consideration; they assemble at stated times and often on extra occasions, to deliberate and determine what shall be done in the interest of the schools. It is for them to devise and direct; but special supervision with authority to enforce their enactments has been found essential. Hence, two executive officers are employed.

1.—The SECRETARY OF THE BOARD who is required to attend to the general wants of the schools, except those which pertain to the department of instruction.

2.—The SUPERINTENDENT OF SCHOOLS who is charged with the supervision of the department of instruction, to which he is required to devote his whole time.

These officers are expected to give personal attention to all the details of school administration, acting as substitutes for the Board itself; and to it they are required from time to time to report the wants, condition and progress of the schools. They are made responsible, primarily, to the several committees, from which they receive definite instructions for all cases not provided for by the general action of the Board. By frequent conferences of the officers with the several committees, and reports from both, the Board are kept thoroughly advised of all proceedings relating to the interests of the schools for which they are made responsible.

The duties of the Superintendent are numerous. During school hours they require his presence among the classes in the school room, where he may take note of methods of teachers and the spirit and progress of the pupils. Stated examination of classes are essential to test the thoroughness both of teachers and pupils. But, what would be quite practicable in personal examinations, with fifty or sixty school rooms, becomes an impossibility for a single individual, with a hundred and sixty-five rooms, in which more than two thousand recitations and exercises are going on, daily. But other duties demand his attention. Two office hours must be observed, outside of school hours. A supply of substitutes to fill vacancies occasioned by the sickness, or necessary absence of teachers from school, must be supplied, at a moment's notice. Calls multitudinous, at all hours of the day, on all days of the week, Sundays not excepted,—by parents, with requests and grievances; messages from teachers asking advice and assistance; inquiries by persons at home and visitors from abroad, seeking information relating to the schools; receiving and proving records and statistics from two hundred teachers, every week; and attending to official correspondence, not insignificant;—these and other duties, too numerous to name—preclude the possibility of a personal inspection by any one individual, of the work done by teachers and eight or ten thousand pupils.

Some six years ago the necessity of readjusting the duties of supervision became obvious and urgent. Investigation revealed a grave defect in the highest room of the Grammar Schools; and in rectifying this, the result desired was secured. At that time, it was made the chief duty of the principal to give instruction to the classes in room "number twelve," assisted by a female teacher. He had charge of the room, also, and found enough to do to occupy all his time. But a portion of each day must be employed in visiting other rooms in the building. Two hours a day would allow less than ten minutes to each room; and since the visits must be made at the same hour every day, the recitations and exercises of the other

three hours could never be witnessed by the principal. Should he occasionally change the hours of his recitations, as a remedy, the classes of his own room must suffer seriously by the irregularity it would occasion. Besides, no time could ever be found for a thorough term's examination of all the rooms, without an entire neglect of his own room during the time of such examination. Moreover, the interruptions must not be overlooked that occur from the calls of parents, of visitors, from messages sent and interviews required by eleven teachers in charge of five hundred pupils, in rooms outside of his own. The entire omission of recitations became a matter of frequent occurrence, amid so many demands upon the principal.

But the *direct* loss was of less consequence than the indirect, as the interests of a class of twenty pupils, to which the principal's time was chiefly devoted, were of less importance than of five hundred, who were constantly suffering from neglect.

The chief advantage of the large school over a small one, consists in the unity of purpose and action that can be created through all the grades. Like a chain, it is strong and effective when every link is perfect and holds its proper relation, as a part to the whole. The failure of a single room breaks the continuity of the system which should exist in equal perfection from the youngest primary class to the most advanced in the highest grade.

In 1871, the Board decided to change the duties of the principal, so that instead of devoting his time almost exclusively to the instruction of a single class of pupils, he should teach and supervise the instruction and discipline of all the classes in his school. Subsequently his duties were extended to comprise all the subordinate schools of his district.

From this action of the Board, two great benefits were gained to the schools.

1st.—Far more efficient service was obtained from the principal. Instead of being confined to a very limited duty which a good female teacher could perform, his

services were extended over a much broader field of labor. Ample time was allowed him to observe methods of teachers and condition of classes; to secure uniformity in the process of instruction and government; to cultivate a good mutual relation between parents, teachers and pupils; and to see that all requirements of the Board were duly heeded by those subject to his direction.

2nd.—It relieved the Superintendent of duties which properly belong only to the principal. While, by this change, the former is by no means restricted in his scrutiny of school operations, he is enabled to perform more effectually the legitimate work of his own office. The service of the principal was vastly increased in value to his own school, and, at the same time, he afforded direct assistance to the general supervision by the Superintendent.

Since the change was made, every department of the schools has received a new impulse, and gratifying progress has been made in perfecting the system of instruction.

CLASSIFICATION OF THE SCHOOLS.

THE HIGH SCHOOL.—The High School is a part of the public school system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

Its course of study requires a period of four years. The pupils come chiefly, by promotion from the Grammar Schools; but all pupils, actual residents of the district, qualified for admission are received. Persons non-residents may gain admission, when there are vacant seats, on payment, in advance, at the rate of one dollar a week, or forty dollars a year. The examination, to determine the qualifications of candidates, is held in April, at the close of the school year.

The departments of studies include the higher English branches; Mathematics, Natural Science, Ancient and Modern Languages; of the former Latin and Greek, of the latter French and German.

Classes are prepared for admission to the Sheffield Scientific department of Yale College; and hereafter, by the restoration of the study of the Greek language, which was dropped from the course several years ago, students will be prepared for the Academic department of Yale.

By reference to the Appendix following, full information relating to this school will be found; also, questions used for the examination of candidates for admission and of the classes at the annual examination of the school in April last. From these questions a judgment may be formed of the character of the instruction given.

GRAMMAR SCHOOLS.—Each sub-district includes a Grammar School which presents a type of our Graded System. Each of these schools, seven in number, comprises twelve school rooms, each under the charge of a single teacher, except the highest, in which an assistant is employed. As a rule, fifty pupils are allowed to a room and these are divided into two classes, which study and recite alternately.

The gradation begins with the children of the primary department, in the lowest room, and by promotion the classes are advanced through the several grades, to the first class in the highest room, or "number twelve," when they become candidates for the High School. Other school buildings in the same sub-district, containing from four to six rooms, located so as to be easy of access, are occupied by primary children, who are promoted from the highest class in the building to the grade in the Grammar School for which they are prepared. Besides the class promotion, which occurs once a year, sometimes twice, individual promotions are made, at the monthly examinations, of those who are found capable of advancing with a higher class.

UNGRADED SCHOOLS.—There are three schools which come under this heading; two for boys alone and one for both sexes. There are four classes of pupils which find admission to them.

1.—Those who for any cause are exceptionally irregular in attendance at the graded schools.

2.—Young men and boys backward in their studies, who wish to improve their time while temporarily out of employment, are allowed to enter and leave, as they find it convenient.

3.—Vicious and insubordinate pupils in the graded schools.

4.—Habitual truants.

These institutions are valuable reliefs to the graded schools. Regular attendance is the first element of success in the latter. Careful provision is made by the Board to secure it. Principals and teachers labor anxiously and earnestly with pupils and parents to prevent irregularity. By a rule of the Board, pupils reported to the Superintendent for ten instances of absence and tardiness, during a term, may be transferred to an ungraded school. But great care is taken by teachers to notify parents of the accumulation of absences and tardinesses; also, to notify them of the danger of transfer. Seldom is a pupil transferred for such cause, except through inexcusable heedlessness, or willful neglect to comply with the rules. Pupils who are necessarily detained from school one or two days in a week by domestic duties, are provided for in these schools with instruction when they are able to attend. Boys fourteen years old and above, whose earnings though small and irregular, are important to the limited income of the family, find here an opportunity for instruction adapted to their circumstances.

The severity of government in the graded schools has been greatly mitigated by the removal of obstinate, lawless, insubordinate boys, who from ill-manners, morose temper or pure mischievousness, are ever ready to defy, or resist the authority of a female teacher. One such evil doer paralyzes the best efforts of the teacher and deprives all well disposed pupils of their privileges. Justice to the great majority demands his removal; and justice to himself requires that he should be placed in the hands of

a thorough male disciplinarian, to be taught his duty to others and obedience to authority. With provision thus made, corporal punishment in the graded school seems seldom justifiable, indeed almost inexcusable. The best teachers are those who secure cheerful obedience and earnest mental application without its use.

Truancy is an evil requiring vigorous treatment. The schools suffer from it first; but the community to a far greater extent afterwards. Truants are a prolific source of youthful crime, and not a few go ultimately to swell the ranks of adult criminals that prey upon society. They can be controlled only by the judicious restraint of the teacher, sustained by the concerted action of parents and public authority. It is by such a combination of restraining influences that an attempt has been made to check the practice of truancy.

The teacher failing to check the habit reports the truant to the office of the Board. It is made the duty of the Secretary to consult the parent, secure his coöperation, and call his attention to the rule that, on a repetition of the offense, requires a transfer of the pupil to the ungraded, or truant school. Parental authority is here left free to control the truant. In case of failure, if the offense is repeated, it becomes the duty of the Superintendent to transfer the transgressor to the school provided for truants. It is left optional with the parent to withdraw the child from the truant school, should he prefer to do so; but the pupil cannot be admitted to any other public school, in the district, until he has complied with the rule and attended the truant school. A release from it and return to the graded school, can be secured only by the recommendation of the teacher of the truant school, on the ground of good behavior and regular attendance. Repeated and persistent truancy from the ungraded school, subjects the offender to the penalty of the law, and he is sentenced by the City Court to the State Reform School at Meriden.

A truant officer is provided by the Police Department, who reports daily to the office of the Board, and acts in

conjunction with the Secretary in enforcing the law relating to vagrancy and truancy.

Our system of controlling truancy has grown out of our necessities; and perhaps, so far as it goes, little can be suggested to render it more complete and effective. It is a grave question for consideration, whether large numbers of boys shall continue to be sent from their homes, year by year, to that large receptacle of youthful malefactors, provided by the State, or saved from an early and familiar acquaintance with those assembled hundreds of depraved youth, by the establishment of an institution within the city, which, while it restrains by confinement, shall have some characteristics of a well ordered household, and furnish that kind of training which shall convince boys that a virtuous life is preferable to a life of crime.

COMPULSORY ATTENDANCE.—The law of the State requires the attendance of every child between the ages of eight and fourteen years, at some public or private day school, or to be instructed at home, at least three months in each year, and inflicts a fine of five dollars upon any parent or guardian who shall violate the provisions of the law. It also forbids the employment of any child under fourteen years of age, in any kind of business, unless such child shall have attended some public or private school, at least three months of the twelve next preceding any and every year in which such child shall be so employed. It inflicts a fine of one hundred dollars upon any person who shall employ any child contrary to this act.

It is made the duty of the State's Attorneys in their respective counties, of the Grand Jurors in their respective towns, to inquire after and make presentment of all the offenses against the provisions of the law as defined in the several sections.

"It shall be the duty of the School Visitors in every town, once or more in each year, to examine into the situation of the children employed in all manufacturing establishments in such town, and ascertain whether all the provisions of this chapter are duly observed, and report all violations thereof to one of the Grand Jurors of the town."

Similar duties are placed upon the Selectmen of the town to look after the neglect of the heads of families, and provide for the instruction of their children.

The State Board of Education is also authorized and empowered to take such action as they may deem proper, to secure the due observance of the law.

SUPPLY OF TEACHERS.—No more important duty devolves on the Board than to supply well qualified teachers to fill vacancies that occur. From ten to twenty new appointments are made every year, and the interests of five hundred to twelve hundred children are involved in the changes that are made.

The establishment of Training Schools, in which young women may receive preparation for the duties of the teacher, have proved highly advantageous in many ways. The twenty-two pupil teachers under training, two in each room, perform the duties of permanent teachers at about the same cost. From their number substitutes are provided, on the shortest notice, to fill unexpected vacancies caused by temporary absence of regular teachers in any schools of the district, without any additional expense. During each year these young teachers save more than one thousand dollars for the district, which paid substitutes would require, at the rate of three-fourths of the salary of regular teachers. Their acquaintance with the routine and details of school duties enables them to perform the duties of substitutes as no transient teachers could perform them.

These schools furnish candidates to fill vacancies occasioned by the resignation of teachers. The capabilities of each one having been tested by much practice in the school, both in government and instruction, under the eye and teaching of the principal, failure to select a suitable one for a position seldom occurs.

By a vote of the Board, "the graduates of the High School shall have preference, in appointments, over all other applicants, to the Training Schools." The classes in the High School are now so large that only a portion

of each class can receive appointments to the Training Schools, and these are taken in the order of their rank in scholarship through their course of four years in the High School. At the present time a majority of all the female teachers in the public schools of New Haven have received their preparation in the Training Schools.

INSTRUCTION.

The work within the school room is that for which all other provisions are made subsidiary. It is the duty of the Superintendent to require a strict observance of the rules adopted by the Board, to furnish a general plan for the performance of school duties in government and instruction. The principal prepares for his schools a programme, minute and definite in its details, in conformity with the general course of study adopted by the Board, and requires both teachers and pupils to follow it in the daily work of the schools. In addition to his ordinary inspection and instruction from day to day, rigid examinations are made by him to determine the character of the work done by the teachers and their classes.

COURSE OF STUDY.—In 1870, a Course of Study was prepared and adopted by the Board, to regulate and equalize the progress of the classes in their studies. Assuming that classes of pupils, of about the same average age are of equal mental capability, the studies below the High School were so arranged as to make eight distinct grades, and one year was assigned to each grade. Subdivisions of each grade were also made, by dividing the year into five equal parts, of eight weeks, and to each sub-division of time was assigned a proper proportion of the studies of each grade. This will be better understood by reference to the tabular view of the scheme of studies, as presented in the appendix.

By this arrangement the tendency of teachers to devote an undue proportion of time to favorite studies and to the neglect of others, was checked. By frequent reviews and

occasional examinations by the principal, during these brief periods, the thoroughness of the instruction is easily tested.

TIME TABLES.—To secure a regular and suitable allotment of time to each study and exercise, a "time table" is prepared for each school room, which every teacher is required rigidly to follow. So, from the first signal in the morning to the dismissal at the close of the day, for every minute a specific duty is assigned, which no teacher is at liberty to neglect, without special permission from superior authority.

SPECIAL INSTRUCTION.—Music and Drawing are regarded as special departments, because they are under the particular supervision and instruction of persons who devote their whole time to these branches, including in their departments all the schools of the district. In the High School the special instructors give all the instruction, each two lessons every week. In the graded schools they visit each room once in two weeks, examine the pupils on the work of the previous two weeks, assign the next lesson and show with practice and directions how the lesson is to be learned. The lesson is taught by the teacher of the room during the interval, till the next visit.

AN EVENING SCHOOL has been opened about five months, from October to March, each year, for the benefit of young men and boys over fourteen years, whose education has been neglected. From one hundred and fifty to two hundred persons have usually attended during the season. This school has been a valuable means of improvement to a large number of young men.

In reviewing the work of this twelfth year of my labors in the Schools of New Haven, I cannot refrain from expressing a personal gratification in witnessing the stage of advancement reached by this great popular institution,

which nourishes and strengthens every interest, public and private, of the whole community. There is occasion for congratulation that the combined efforts of those who have counseled and labored together to perfect the system of public instruction, have been crowned with so large a measure of success.

Great credit is due to gentlemen of the Board, who have acted harmoniously and wisely, through a long series of years, in their management of the trust committed to them by the people.

Although much has been accomplished, a great work still remains to be done in perfecting the system, as yet only partially developed; and a responsibility of no small magnitude will rest upon those who, in coming years, shall be called to preserve and improve this institution which is to determine, in a large degree, what shall be the character of the men and women of the next generation.

Respectfully submitted,

A. PARISH, *Supt. Schools.*

NEW HAVEN, Aug. 31, 1877.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish by its course of study.

I. The course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their application in the various departments of industrial life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, High School Course.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third optional. The optional studies are in italics.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, etc.

Correspondence.—A variety of topics connected with the details of business will be given the pupil designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression, and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons: but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

The following are the branches on which the candidates are examined for admission: Arithmetic, English Grammar, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with "French's Common School" to chapter X, and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyse and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Mitchell's Intermediate Geography is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in Latin, Greek, French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April, 1877.

ARITHMETIC.

Time, 3 hours.

1. If 5 tons of coal are equal to 9 cords of wood for fuel, and a family burns 31.5 cords of wood in a year, how much will they save by changing from wood to coal, when wood is worth \$4.25 per cord, and coal \$6.80 per ton?

2. In digging a ditch 120 rd. long and 3 ft. wide, 1320 cubic yards of earth were removed. How deep is the ditch?

3. What is the difference between a figure which contains .5 of a square foot and one which is .5 of a foot square?

4. Determine which are prime and which are composite of the numbers 911, 973, 1033, 1057, 3373, 3407, 35841.

5. In a factory there are three wheels, which revolve in 25, 30 and 50 seconds respectively. What is the least time in which all of them will make an exact number of revolutions?

6. Add 3 thousand 4 and 204 ten thousandths; 4 hundred and 4 millionths; 2 and 101 ten thousandths; one million one and 4 thousand 5 hundred 25 ten thousandths. From the sum subtract such a number as shall leave for a remainder 9 and 9 millionths. Multiply that difference by 2 and 1 hundredth. Divide the product by 3, and write the quotient in figures and words, as your answer.

7. $\frac{\frac{1}{2} \text{ of } 2\frac{3}{4}}{\frac{1}{8} \text{ of } 8\frac{1}{2}} + \frac{1}{8} = \text{What?}$

8. If 2 lb. 10 oz. of wool make $2\frac{1}{2}$ yards of cloth $1\frac{1}{2}$ yards wide, how much wool will it take to make 150 yards $1\frac{1}{2}$ wide?

9. If 20 men can do a piece of work in 12 days, how many days will it take to do $3\frac{1}{2}$ times as much work? Perform by analysis.

10. A merchant loses 12% by selling damaged goods at .33 a yard. How much did they cost him?

11. At what price must stock, the par value of \$50 a share, and that pays 6% dividends, be bought to yield an income of $7\frac{1}{2}\%$?

12. A collector's fees for collecting a town tax were \$197.72, and the whole tax was \$14,829. What rate % did the collector receive?

13. How much interest, at 6%, has accrued on a note for \$94.75, that has been due 3 years, 2 months, 6 days?

14. How much will be due June 19, 1871, on a note for \$1,750, dated at New Haven, June 19, 1869, with interest?

15. Find the amount due Oct. 1, 1869, on a note for \$1,850, dated June 7, 1867; on which are the following endorsements: Oct. 17, 1867, \$250; Feb. 23, 1868, \$100; Dec. 30, 1868, \$50; July 17, 1869, \$225. (Work by the U. S. Rule.)

16. The interest of \$6000 is \$805, for 1 year, 11 months. What is the rate?
17. Which is greater, the interest or the discount of \$1,712 for 1 year, at 7 %, and how much?
18. When gold is worth 124, what amount of currency can be bought for \$5,400 in gold?
19. A manufacturer wishes to borrow \$2000. If he makes a bank note, due in 30 days, what will be the face of the note?
20. If I buy a draft for \$1,285 in New Haven, to send to Chicago, at $\frac{1}{2}$ % discount, how much does it cost me?

ENGLISH GRAMMAR.

Time, 3 hours.

1. What are the two *essential* words of a sentence?
2. What is a Pronoun? Write a list of *ten* pronouns.
3. Define a Subject; a Predicate; a Proposition. Write a sentence to illustrate the three things.
4. What is an Adjunct? Write a sentence containing an adjunct, and draw a line under it.
5. Define a Phrase; a Clause; a Sentence. Write a specimen of each. Draw a line under each.
6. Write the names of four *classes* of nouns. Write four sentences to illustrate them.
7. Name four *classes* of pronouns; and write four sentences to illustrate them.
8. Name two *classes* of adjectives; and three *kinds* of adjectives which those classes include. Write five sentences which shall contain the five.
9. Change the following to the plural form: 1. Erase the a and o in the line. 2. Always cross your t and dot your i.
10. What are the principal parts of a verb? Write the principal parts of move, arise, go, see, fly.
11. What is a principal verb and what an auxiliary verb? Name an auxiliary that expresses 1. Voice; 2. Mood; 3. Tense; 4. Emphasis; 5. Necessity.
12. Give the synopsis of the verb Write, third person singular, through the indicative mood.
13. Compare Good, Active, Happy, Little, Up.
14. Write a sentence in the active voice, emphatic past tense, third person plural, interrogative. Change the same to the passive voice indicative.
15. Write the following possessive singulars in the plural form: 1. The horse's teeth. 2. The deer's horns. 3. The child's playthings. 4. A woman's dress. 5. The gentleman's umbrella.
16. State how the verbs are modified in the following sentences: 1. Men build houses. 2. The horse ran fast. 3. He became a farmer. 4. Milk turned sour. 5. The ball went whizzing. 6. I have come to be instructed. 7. Apples grow on trees. 8. Order him to be brought. 9. I believe that he is honest. 10. Study while you are coming.

17. State when capital letters should be used.
18. Analyse the following sentence : The young trees along the river have grown rapidly this year.
19. Parse the words in italic letters following :

*How far that little candle throws his beams !
So shines a good deed in a naughty world.*

20. Write a letter describing an imaginary or a real journey, of not less than fifteen nor more than twenty lines, with proper address, date, etc.

HISTORY OF THE UNITED STATES.

Time, 3 hours.

1. Name *five* Spanish discoverers ; and describe briefly, what parts of the continent *any two* of them discovered, and when.
2. Name *five* English discoverers ; and describe what *any two* of them discovered, and when.
3. Describe a Dutch discovery.
4. Give an account of the Pilgrims and their settlement in New England.
5. Give an account of the settlement of Connecticut till the beginning of the Revolution.
6. Give an account of King Philip's War.
7. Describe William Penn's character, his treatment of the Indians, and his administration in the settlement of Pennsylvania.
8. State the causes of the Revolutionary War.
9. What happened on account of the tax on tea ? Describe the event.
10. Describe the event of the first blood-shed of the Revolution.
11. Give an account of the battle of Bunker Hill.
12. Who was Benedict Arnold ? Describe the part he took in the War of the Revolution.
13. Give an account of Nathan Hale ? Where born ? What became of him ?
14. Describe the most important event of 1776. Who took part in it ?
15. State the place and circumstances of André's arrest.
16. Describe the surrender of Cornwallis. Where did it take place ? To what General was the surrender made ? What was the consequence ?
17. What French General came to assist the Americans ? What can you say of him ?
18. What can you say of Benjamin Franklin, as a Philosopher ? as a Statesman ?
19. Name five distinguished American and five British commanders in the Revolutionary War.
20. Name five Presidents of the United States ; state the years each held the office, and tell what event characterized the administration of each.

HILLHOUSE HIGH SCHOOL.

*Annual Examination, April, 1877.**

BOOK-KEEPING.

Fourth Class.

Write Journal, Ledger, and Trial Balance, from the following transactions, allowing in the Ledger ten lines for Loss and Gain and Balance, and eight lines for all other accounts :

New Haven, Mar. 1, 1877.—Student and L. L. Williams enter into partnership, to carry on the produce and commission business ; gain and losses to be equal.

Student invests cash, \$9,240.

L. L. Williams invests as follows : Merchandise amounting to \$4,500, Cash on deposit in First National Bank, \$5,400, Cash on hand, \$500. L. L. Williams' debts assumed by firm ; a note favor of James Walton, dated Feb. 1, 1877, to run 90 days, \$800, a debt due to L. W. Camden, on account, \$360.

2. Bought of L. W. Camden, 5 Hhds. Molasses, 670 gal., @ .75, \$502.50. Gave in payment a check on First National Bank, \$300 ; the balance bought on account, \$202.50.

4. Shipped to B. N. Seymour, New Orleans, to be sold on our account and risk, 200 Bbls. Flour @ \$9, \$1,800.

6. Sold L. W. Camden, 200 Bbls. Flour @ \$10.50, \$2,100. Received in payment his note at 30 days, \$1,900 ; the balance sold on account, \$200.

9. Received from T. W. Boswell & Co., New Orleans, to be sold on their account and risk, 20 Hhds. Molasses, 2600 gal. Paid freight and drayage in Cash, \$50.

12. Accepted L. W. Camden's draft, favor of First National Bank, for balance of his account, \$—.

13. Discounted our note in favor of J. Walton, dated Feb. 1, and due May 5, \$800. Discount for 53 days at 6 per cent, \$7.07. Cash paid, \$792.93.

15. Sold Thomas Harvey, on account, from T. W. Boswell & Co.'s Sales, 20 Hhds. Molasses, 2,600 gal., @ .75, \$1,950.

16. Closed T. W. Boswell & Co.'s Sales and rendered him an account of the same. Our charges on the same are as follows : storage, insurance, cooperage, etc., \$15 ; government tax @ $\frac{1}{4}$ per cent., \$— ; commission at 2 $\frac{1}{2}$ per cent., \$— ; T. W. Boswell net proceeds, \$— ; total debit to Sales account, \$—.

27. Received from B. N. Seymour an Account Sales of the flour shipped him on the 4th. Net proceeds, due April 20th, amount to \$2,100.

29. Paid sight draft of T. W. Boswell & Co. for balance of his account by a check on First National Bank, \$—.

30. Paid rent in cash, \$50.

Merchandise remaining unsold amounts to \$1,536.

* NOTE.—The following pages present specimens of questions used at the last Annual Examination of the High School classes.

PHYSICAL GEOGRAPHY.

Fourth Class.

1. Define Physical Geography. (1)
 State the facts proving the interior of the earth to be intensely heated. (2)
 Mention the resemblances and contrasts existing between the Eastern and Western Continents. (4)
2. Classes of islands. (1) Define and give examples of each. (2)
 Describe the formation of islands in the Bay of Santorini. (2)
3. What relation exists between mountain systems and oceans. (1)
 State the law of direction in mountain chains, and give examples. (2)
 Describe the pampas. (2)
 What is the effect of plains upon civilization? (2)
4. Locate the line of linear volcanoes in the Eastern and Western Continents. (1)
 Of how many kinds are the effects of earthquakes, and what are they? (2)
 Into how many classes are springs divided? (1)
 Define each and explain the nature of periodical springs. (2)
 Describe the Great Geyser. (1)
5. Name and explain the cause of the three great oceanic movements. (2)
 Describe the motion of waves; (2) the force of waves. (1)
 What can you say of the utility of ocean currents? (2)
 Explain land and sea breezes. (2)

LATIN.

Fourth Class.

1. Apply the rules for sound to the italicized letters in the words *teneo*, *Lycurgi*, *amicitia*; also the rules for quantity to the penultimate syllable of *viginti* and *quattuor*. (1)
 What cases are always alike in neuter nouns, and in what letter do these cases end in the plural? (2)
2. Write the genitive endings of the five declensions. (2)
 Give rules for the gender of *senatus* and *virtus*. (2)
 Decline *vesper*, *senex*, *domus*. (4)
3. Define Adjectives. (1) How many declensions, and how distinguished? (1) Decline *nullus*, (2) How are Adjectives regularly compared? (1) Compare *acer*, *gracilis*, *plurimus*, *ulterior*, *nobilis*. (2)
4. Name the classes of Pronouns. (1) Define and give an example of each. (2) Decline *quis*. (2) Translate: *Ab ipso Graccho eadem haec audimus*. (2) Parse the italicized words. (2)
5. Translate: *Germani pellibus utuntur magnâ corporis parte nudâ*. (2) Parse the italicized words. (2) Write the principal parts of the verb. (2)
6. Translate: *Hannibal in hiberna Capuam concessit*. (2) Write the rule for the case of *Capuam*. (2) Principal parts of *concessit*. (2) What is the rule for the dative of advantage and disadvantage? (2) What verbs are followed by the genitive? (2)

7. *Natura nihil habet præstantius quam honestatem.*

Dispose of the italicized words. (9)

What cases are generally used to denote price, duration of time, time of an action, extent of space? (9)

What is the case of a predicate noun denoting a different person or thing from the subject? (1) In what case is the name of a person or thing addressed? (1)

8. Name and describe the varieties of the subjunctive. (10)

9. Give the rules for the subjunctives, and apply the rule for the sequence of tenses in the following sentence: "Ariovistus Caesari respondit: quid sibi vellet? cur in suas possessiones veniret? jus esse belli, ut, qui vicissent, iis quos vicissent, quemadmodum vellet, imperarent." Parse veniret. (10)

10. Translate: "Memini gloriatum esse Hortensium, quod nunquam bello civili interfuisset."

Separate it into its clauses, describing them; and parse the object of the principal verb. (10)

ANCIENT AND MEDIÆVAL HISTORY.

Third Class.

1. Describe the taking of Veii. (9)
Cause of the banishment of Tarquin, of Coriolanus, of Camillus. (9)
Cause of the First Punic War. Generals engaged in it. Conditions of the treaty concluding it. (9)
2. Name the twelve Caesars. (9)
Cornelia, Octavia, Brutus. Name more than one person in history bearing each of these names. For what is each remembered? (9)
3. Gladiatorial Combats. (9)
Alaric. (9)
4. Name Fathers of the Church, and give an account of one. (9)
What was the Truce of God? (9)
Give an account of the Normans. (9)
5. Give a sketch of the First Crusade. (9)
What was the Hanseatic League? (9)
Name the kings of France in order from Hugh Capet to Charles VII.
Mention in connection with the name of each sovereign some event marking his reign. (9)

RHETORIC.

Third Class.

1. Correct, punctuate, and capitalize the following:—
 "truth crushed to Earth shall rise again
 the eternal years of god are
 her's But error wounded writhes with Pain
 and dies among its Worshipers. (9)
2. What language forms the basis of the English language?
 Mention other elements in the order of their importance. (9)
 Write a paragraph of four lines composed largely of Saxon words. (9)
 Define Style ; show why a command of words is important and state
 how it may be obtained. (9)
 Peculiar character of the English language in regard to synonyms.
 How do you account for this? (9)
 Distinguish between pale, pallid, wan ; ancient, antiquated, antique,
 obsolete, old. (9)
3. Define periodic, loose, and balanced sentences, and give an example
 of each. (9)
 Give the rule for the position of the principal subject in a sentence.
 Show how inversion may be produced. (9)
 Quintilian's rule for Clearness ; three things to be observed in carry-
 ing out the rule. (9)
4. Criticise and correct the following sentences :
 It was the advantage gained precisely by the Saxons which ruined
 them.
 Among the first arrivals was Mr. Derby, now so loved by every one,
 who was to officiate on the occasion.
 We delight in such a work, whether it pleases the eye, enriches the
 understanding, or supplies our humbler needs.
 By the time I had taken five bottles, I found myself completely cured,
 after having been brought so near to the gate of death, by means of
 your invaluable medicine.
 I know that that prayer will be answered. I know that that love will
 be shed abroad. I know that it will swell all hearts. I know that
 it will kindle every tongue. (9)
5. Define Simile, Apostrophe, and Personification, and illustrate each by
 an original example. (9)
 Point out, name, and criticise the figures in the following :
 "I bridle in my struggling muse with pain,
 That longs to launch into a bolder strain." (9)
 "Man, like the child, accepts the proffered boon,
 And clasps the bauble, where he asked the moon." (9)
 "Cry aloud : for he is a god : either he is talking, or he is pursuing,
 or he is in a journey, or peradventure he sleepeth, and must be
 awaked." (9)
 What qualities and circumstances produce the emotion of beauty, and
 what are the requisites of beauty in composition? (9)
 Define poetry, enumerate the different kinds, and state the character
 of the two principal kinds of drama. (9)

ALGEBRA.

Third Class.

1. Define a surd ; independent equations ; a reciprocal ; elimination ; involution. Explain the use of the parenthesis. Distinguish between a coefficient and an exponent ; between a power and a root ; between the two kinds of quadratic equations. What does a negative exponent signify? ⁽¹⁰⁾

2. Find the G. C. D. of $12x^4 - 24x^3y + 12x^2y^2$ and $8x^3y^2 - 24x^2y^3 + 24xy^4 - 8y^5$. Find the L. C. M. of $(a+b)^2$, (a^2-b^2) , $(a-b)^2$ and $(a^3+3a^2b+3ab^2+b^3)$. Resolve (a^3-b^3) into its prime factors. Factor $a^3+23a+22$. ⁽¹⁰⁾

3. Simplify $\frac{\frac{a-b}{a+b} + \frac{a+b}{a-b}}{\frac{a^2-b^2}{a^2+b^2} + \frac{a^2+b^2}{a^2-b^2}}$.

From $\frac{1}{x^2} + \frac{1}{x^2} + \frac{x-1}{x^2+1}$, subtract $\frac{1}{x} + \frac{1}{x^2+1}$. ⁽¹⁰⁾

4. Combine $\frac{1}{x+a} - \frac{1}{x-a} + \frac{4a}{x^2-a^2} - \frac{2a}{x^2+a^2}$.

Divide $\left(\frac{a^2}{x^2} + \frac{1}{a}\right)$ by $\left(\frac{a}{x^2} - \frac{1}{x} + \frac{1}{a}\right)$. ⁽¹⁰⁾

5. Multiply $a^{\frac{1}{2}} + a^2b^{\frac{3}{2}} + a^{\frac{3}{2}}b^{\frac{1}{2}} + ab^2 + a^{\frac{1}{2}}b^{\frac{3}{2}} + b^{\frac{1}{2}}a^{\frac{3}{2}}$ by $a^{\frac{1}{2}} - b^{\frac{1}{2}}$.

Divide, $x^{\frac{1}{2}} + x^{\frac{3}{2}}a^{\frac{1}{2}} + a^{\frac{1}{2}}$ by $x^{\frac{3}{2}} + x^{\frac{1}{2}}a^{\frac{1}{2}} + a^{\frac{1}{2}}$. ⁽¹⁰⁾

6. Expand $\left(\frac{m}{2} - \frac{1}{2m}\right)^5$; also $(a-y)^{-\frac{1}{2}}$, writing five terms. ⁽¹⁰⁾

7. Given $y + \frac{5x+2y}{6} - \frac{3y-12+8x}{5} = 4 - \frac{15+2x-4y}{3}$; also $\frac{7x+13-5y}{4} + x = 2y - \frac{3x+2y-16}{3}$ to find the values of x and y . ⁽¹⁰⁾

8. Add $\frac{1}{2} \sqrt{\frac{1}{2}}$, $\frac{1}{2} \sqrt{\frac{1}{2}}$, and $\frac{1}{2} \sqrt{\frac{1}{2}}$.

Multiply $1 + \sqrt[3]{3} - \sqrt[3]{2}$ by $\sqrt[3]{6} - \sqrt[3]{2}$.

Reduce to a rational denominator $\frac{2}{\sqrt[3]{5} + \sqrt[3]{3} - \sqrt[3]{2}}$. ⁽¹⁰⁾

9. Given $\frac{1}{x} + \frac{1}{5} = \sqrt{\frac{1}{25} + \frac{1}{x}} \sqrt{\frac{1}{5} + \frac{1}{x^2}}$ to find the value of x .

Given $\sqrt{x^2 + \sqrt[4]{4x^2 + x + \sqrt[4]{9x^2 + 12x}}} = 1 + x$ to find the value of x . ⁽¹⁰⁾

10. A and B together carried 90 eggs to market, and sold at different prices, each receiving the same sum. Had A taken as many as B, he would have received 32 cents for them. Had B taken as many as A, he would have received 50 cents for them ; how many did each take to market?

FRENCH.

Third Class.

1. Translate:—

Sans se laisser déconcerter, Faribole commença en ces termes : " Il faut l'avouer, madame, je suis entré dans l'hôtel avec l'intention de voler votre chat ; la tireuse de cartes avait envie de l'avoir pour lui faire jouer le rôle du diable Astaroth, et elle m'avait séduit par la promesse d'un écu de six livres et d'une paire de sabots. On me traita si bien, Monmouth me parut si gentil, que je renonçai à mes coupables projets ; jamais, non, jamais, je ne les aurais mis à exécution, si je n'avais compris qu'il fallait éloigner Monmouth pour le dérober aux tentatives d'un ennemi d'autant plus terrible qu'il était caché." (10)

2. Give four constructions of *il faut* with an example of each.

Write in French:—

I should never have renounced the intention of killing your cat, if they had not treated me well.

I must confess my guilty projects.

The fortune-teller wished to steal the cat from the countess. (10)

3. Translate:—

Si je pouvais trouver quelque occupation qui me permît, en me réduisant moi-même à l'existence la plus étroite, de payer la pension de ma soeur, et de lui amasser une dot, je serais heureux. (1)

By what mode is *si* followed? When is the conditional mode used? Parse *pouvais*. What mode and tense is *permît*, and why? What form of the verb follows prepositions? Exception. (10)

4. Translate:—

Et puis comment veux-tu qu'un Monsieur comme ça aille trotter en sabots dans les terres labourées et dans la boue de nos chemins? C'est impossible!

Qu' est-ce que c'est donc que cet album-là?

Et où prenez-vous que je veuille l'épouser?

Je ne suis pas sauvage; seulement, je me tiens à ma place, pour qu'on ne soit jamais tenté de m'y remettre. (1)

5. Explain the subjunctive in *aille, veuille soit tenté*. Inflect those verbs in the given tense.

Give the distinction between *épouser* and *marier* with illustrations. (10)

6. Translate:—

Qu' est-ce que (1) j'ai dit ou qu' est-ce que j'ai fait qui vous ait déplu? Ah Monsieur, quel malheur pour moi quand je me verrai abandonnée à la charité des étrangers,—à moins que Monsieur Laroque n'ait bien voulu penser à moi, et je le mériterais bien, je crois, après toutes les peines que je me suis données. (1)

Syntax of *que* (1), *vous*. Parse *verrai*. What peculiarity has *penser* in governing a pronoun in the dative? Explain the agreement of *données*. (1)

7. Write in French:—

Is not your father too proud of his daughter? He is too proud of her. He always reads it to me.

- Read it to me, but do not read it to him.
 My brother and I will come to-morrow.
 I have rarely seen so many peaches in one orchard. (10)
8. Have you paid him for the windows?
 We must send him our horse; his is sick.
 Do you propose to intrust that money to him?
 He avoids studying and he cannot read without difficulty.
 He takes pleasure in his books. (10)
9. I know no one who is as good as you.
 I fear that that may cause you pain.
 We wrote to him in order that he might come.
 I have a scholar who can translate it.
 Have you ever seen a man who has shown more courage. (10)
10. Reading for pronunciation.

LATIN.—CÆSAR.

Third Class.

1. Divide into syllables the following italicized words, mark the quantity of the penult, and indicate the first and second accents: *domicilium*, *enuntiarentur*, *afficerentur*, *septentrionibus*. (9)
Ariovistus, *res*, *his*, *suos*, *sacpius*, *taciti*, *fugae*, *certior*, *consulibus*. Give the rules for the sounds of the italicized letters in the preceding words. (12)
2. Translate—
 Ubi ea dies, quam constituerat cum legatis, venit, et legati ad eum reverterunt, negat, se more exemplo populi Romani posse iter ulli per provinciam dare, et, si vim facere conentur, prohibiturum ostendit. (9)
 Syntax of *se*, *ulli*, *prohibiturum*. Inflect *ulli*. (9)
3. Translate—
 Postridie ejus diei, quod omnino biduum supererat, quum exercitui frumentum metiri oporteret, et quod a Bibracte, oppido Aeduorum longe maximo et copiosissimo, non amplius millibus passuum octodecim aberat, rei frumentariae prospiciendum existimavit, iter ab Helvetiis avertit ac Bibracte ire contendit. (9)
 Synopsis of *oporteret*. Parse *millibus*. Syntax of *rei*, *prospiciendum*. (9)
4. Explain the difficulty which Caesar had with his Aeduan allies while he was conducting the war against the Helvetians. (9)
5. Translate—
 Helvetios, Tulingos, Latobrigos in fines suos, unde erant profecti, reverti jussit, et quod, omnibus fructibus amissis, domi nihil erat, quo famem tolerarent, Allobrogibus imperavit, ut iis frumenti copiam facerent: ipsos oppida vicosque, quos incenderant, restituere jussit. (9)

6. Name the principal verbs. By what construction is each followed?
Syntax of *domi, nihil, quo, Allobrogibus*. To what does *iis* refer? to what *ipsos*? (9)
7. Translate—
Nisi quid in Caesare populoque Romano sit auxilii, omnibus Gallis idem esse faciendum, quod Helvetii fecerint, ut domo emigrent, aliud domicilium, alias sedes remotas a Germanis petant, fortunamque, quaecumque accadat, experiantur. (9)
Parse *Gallis, idem, esse faciendum, emigrent, quaecumque*. Syntax of *auxilii*. (9)
8. Translate—
Divitiacus Aeduus respondit: Hoc esse miseriorem gravioremque fortunam Sequanorum quam reliquorum, quod soli ne in occulto quidem queri neque auxilium implorare auderent, absentisque Ariovisti crudelitatem, velut si coram adesset, horrerent, propterea quod reliquis tamen fugae facultas daretur, Sequanis vero, qui intra fines suos Ariovistum recepissent, quorum oppida omnia in potestate ejus essent, omnes cruciatus essent perferendi. (10)
9. Compare *miseriorem, graviorem*. Principal parts of *respondit, queri, auderent, recepisset*. Syntax of *hoc, esse, fortunam, daretur, Sequanis, essent perferendi*. (12)
10. Translate—
Ad haec Ariovistus respondit: Jus esse belli, ut, qui vicissent, iis, quos vicissent quemadmodum vellent imperarent: item populum Romanum victis non ad alterius praescriptum, sed ad suum arbitrium imperare consuesse. (9)
What is the subject of *esse*? What is the antecedent of *qui*? of *quos*? Explain the subjunctives. Parse *consuesse*. (9)

GERMAN.

Third Class.

1. Give rules for inseparable verbs.
State in what tenses they are separable and in which inseparable.
Conjugate the verb *abſchreiben*.
Give a complete synopsis of the verb in the first person singular.
Translate:—
Schreibe alle diese Briefe ab.
Schreibet alle jene Wörter ab.
Schreiben Sie alle Aufgaben noch einmal ab.
2. Translate into German:—
The concert begins at 7 o'clock.
The doctor imparted this news to me.
Great changes have taken place in the administration.
If you refuse him such a trifle, he will be very discontented.
Three vessels went down in the last storm.
Parse the italicized words.

3. Translate:—

Wer nie sein Brod mit Thränen aß,
 Wer nie die kummervollen Nächte
 Auf seinem Bette weinend saß,
 Der kennt euch nicht, ihr himmlischen Mächte!
 Ihr führt in's Leben uns hinein,
 Ihr laßt den Armen schuldig werden,
 Dann überlaßt ihr ihn der Pein;—
 Denn alle Schuld rächt sich auf Erden.

4. Translate:—

There are a great many foreigners at Baden during the summer.
 During winter there are fewer.

According to an order of the Emperor Napoleon, several French writers were obliged to leave France, notwithstanding their remonstrances.

Not far from the hill stands the chapel.

The garden is situated outside the town.

5. Translate:—

Leise zieht durch mein Gemüth
 Liebliches Geläute;
 Klinge, kleines Frühlingslied,
 Kling' hinaus in's Weite!
 Kling' hinaus bis an das Haus,
 Wo die Blumen sprießen,
 Wenn du eine Rose schaust,
 Sag', ich laß' sie grüßen!

6. Translate:—

Du bist wie eine Blume
 So hold und schön und rein;
 Ich schau' dich an und Wehmuth
 Schleicht mir in's Herz hinein.
 Mir ist, als ob ich die Hände
 Auf's Haupt dir legen sollt',
 Betend, daß Gott dich erhalte
 So rein und schön und hold.

7. Correct the following sentences:—

Ich habe er heute sehen.

Der Kranke müssen stündlich einer Löffel soll Arznei genommen.

Den Mann, welcher Sie suchen, wohnen nicht hier, er wohnen weit von hier.

Woher thun Sie kommen.

Das Baum liegen in das Wasser.

8. Translate:—

The child has *fallen* into a deep ditch.

The little boy sits on the chair; his mother *placed* him on it.

The books *lie* on the table; I *laid* them on it.

At *what hour* did you fall asleep?

The servant has *jumped* out of the window of the third story.

Parse the italicized words.

9. Write and translate two stanzas of any German poem.

10. Reading for pronunciation.

MODERN HISTORY AND ENGLISH LITERATURE.

Junior Class.

1. Give an account of *The Field of the Cloth of Gold*.
Assign the following to their respective reigns: *Battle of Flodden*; *Edict of Nantes*; *The Spanish Armada*; *Rye House Plot*; *Siege of Londonderry*.
2. Right of *Queen Elizabeth's* successor to the English throne. Name two of his favorites, and give an account of one of them.
3. Give the leading events in the life of the *Duke of Monmouth*.
4. Causes of the war of the *Austrian Succession*. What powers were arrayed against each other? *Seizure of Silesia*. Who finally possessed this province? What treaty closed the war?
5. What were the *Notables*? The *States General*? Give an account of the meeting of the latter in the reign of *Louis XVI*. Explain the discussion concerning the *Tiers Etat*.
6. Who is called the *Father of English Poetry*? Leading incidents of his life. Plan of his most important work.
7. Significance of the title *Gesta Romanorum*. Mention four instances in which modern writers have borrowed from this collection, and give, in detail, the incidents used by any one of them.
8. What evidence have we from the play itself, of the time at which the *Taming of the Shrew* was written? Name the characters represented. Give a detailed account of some striking scene.
9. Character of *Richard III*, as pictured by *Shakespeare*. Who are represented as appearing to *Clarence* in his dream? Justice of their reproaches.

Explain the following allusions:—

"I passed, methought, the melancholy flood,
With that grim ferryman which poets write of."

Gloster to Queen Margaret.

"The curse my noble father laid on thee,
When thou didst crown his warlike brows with paper."

10. Assign to their proper places the following quotations:—

"A woman moved is like a fountain troubled."

"A sweeter and a lovelier gentleman,—
Framed in the prodigality of nature,
The spacious world cannot again afford."

"The poorest service is repaid with thanks."

"Now spurs the lated traveler apace,
To gain the timely inn."

"There's no art
To find the mind's construction in the face."

CHEMISTRY.

Junior Class.

1. What is the difference between an ate, an ite, and ide compound?
How much KClO_3 would be needed to produce two lbs. of O?
How is Nitrogen prepared?
If hair be heated in a test tube, the liquid formed will turn red litmus-paper blue. Explain. (10)
2. What is the action of platinum sponge on a jet of hydrogen?
How are hydrogen tones produced?
How much O would be required to oxidize the metal Cu, which would be reduced from its oxide, by passing over it, when white-hot, 20 grains of hydrogen gas? (10)
3. Name the different forms of Carbon.
Describe the preparation of Carbonic Anhydride.
What gases mainly compose coal-gas?
Describe Fulminic Acid.
Write the properties of CO_2 and CO. (10)
4. Describe Chlorine.
Write the properties and molecular weight of HCl.
Why is HF kept in lead bottles?
Explain the process of petrification.
How is glass annealed? (10)
5. Describe the manufacture of H_2SO_4 .
Explain the formation of stalactites.
What is the difference between the sulphate and sulphite of lime?
What is Solar salt?
What are the uses of Ammonium Chloride? (10)

GEOMETRY.

Junior Class.

1. Define a trapezoid; a plane; a concave polygon; equimultiples; a tangent; similar figures; a solid angle; a segment of a circle; a sector; a regular pyramid. (20)
2. Produce one side of a triangle. Derive and demonstrate a proposition. (15)
3. Show the ratio existing between angles at the center, in the same circle or in equal circles. (20)
4. Divide a given straight line in extreme and mean ratio. (15)
5. Compare similar prisms. (15)
6. Compute the approximate ratio of the circumference of a circle to its diameter by the Method of Isoperimeters. (25)
7. Prove that, of all isoperimetric plane figures, the circle is the maximum. (30)
8. Determine the *locus* of all the straight lines drawn through a given point parallel to a given plane. (15)
9. Show when two triedral angles are either equal or symmetrical. (20)
10. If, from a variable point in the base of an isosceles triangle, parallels to the sides are drawn, a parallelogram is formed whose perimeter is constant. (15)

PHYSICS.

Junior Class.

1. Explain the method of obtaining the specific gravity of solids, liquids, and gases.
Show that the pressure of the atmosphere depends, in part, upon the elasticity of its lower portions. (10)
 2. Describe the turbine wheel.
Explain the interference of water-waves. (10)
 3. Explain that light is the effect of vibrations.
Describe the eye.
The boiling point of liquids depends upon what particulars? Illustrate. (15)
 4. Describe the different kinds of magnets.
Why is their force strongest at the ends? (10)
 5. Describe the Bunsen Battery. (5)
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VIRGIL.

Junior Class.

1. Locate ancient Troy. By what other names was it known? Derivation of each.
Who were the following:—Tydides, Tyndarida, Ithacus, Tritonia, the Atridae?
2. Translate—

Hospitio prohibemur arenæ ;

Bella cient, primaque vetant consistere terra.

Si genus humanum et mortalia temnitis arma,

At sperate deos memores fandi atque nefandi.

Rex erat Aeneas nobis, *quo* justior alter,

Nec *pietate* fuit nec bello major et armis :

Quem si fata virum servant, si vescitur aura

Aetheria neque adhuc crudelibus occubat umbris ;

Non *metus* ; officio nec *te* certasse priorem

Poeniteat.

3. Syntax of italicized words. Different senses of arma. Trace, from its derivation, the meaning of nefandi. How does spero differ here from its primary signification. Reason for the mood of temnitis ; of servant. Derive five English words from words in the extract.
4. Translate—

Assensere omnes, et, *quæ* sibi quisque timebat,

Unius in miseri exitium *conversa* tulere,

Jamque dies infanda aderat ; mihi sacra parari,

Et salsæ *fruges*, et circum tempora vittæ.

Eripui, fateor, leto me et vincula rupi,

Limosoque lacu per noctem obscurus in ulva

Delitui, dum vela darent, si forte, dedissent.

Quod te superos et conscia numina veri,
 Per, si qua est, quae restet adhuc mortalibus usquam
 Intemerata *fides*, oro, miserere *laborum*
 Tantorum ; miserere animi non digna ferentis.

5. Syntax of italicized words. Principal parts of *assensere*, *fateor*, *delitui*. Parse *miserere*. Explain the subjunctives. Trace the relation between the English word *conscience* and the Latin word *conscius*. What custom alluded to in the fourth line? Was it observed among the Greeks?

6. Translate—

Nec prius *amissam* respexi animumve reflexi,
 Quam tumultum antiquae Cereris *sedemque* sacratam
 Venimus ; hic demum collectis omnibus una
 Deficit, et comites natumque virumque fefellit.

Illic res laetae regnumque et regia conjux
 Parta tibi. Lacrimas dilectae pelle Cretusae :
 Non ego Myrmidonum sedes Dolopumve superbas
 Adspiciam, aut Graiis *servitum matribus* ibo.

7. Syntax of italicized words. Reason for the mood of *venimus*. How is its tense determined? Give the synopsis of the present system of *fefellit* ; the perfect system of *parta* ; the supine system of *pelle*.
 8. Derive *scilicet*, *letifer*, *vociferans*, *armiger*, *patesfacio*. Synonyms of *adytum*, *ager*, *amens*, *clipeus*, with distinctions of meaning. Trace, from its derivation, two dissimilar meanings of *invisus*. Compare *vetus*. Illustrate by example, the difference between the subjective and the objective genitive.

9. Translate—

Tum mihi caeruleus supra caput adstitit imber,
 Noctem hiememque ferens, et inhorruit unda tenebris.

Et pater Anchises passis de litore palmis
 Numina magna vocat, meritosque indicit honores.

O felix una ante alias Priamela virgo,
 Hostilem ad tumultum Trojae sub moenibus altis
 Jussa mori, quae sortitus non pertulit ullas.

Syntax of *mihi*. Why *de litore*? *Numina magna*? Explain the allusion in the last three lines.

10. Scanning, with application of rules.

ALGEBRA.

Scientific Class.

1. Define continuous and discontinuous number; Calculus; symbols of continuation and deductions; duplicate ratio; harmonic proportion. (5)
2. Divide by detached coefficients, $6a^4 - 96$ by $3a - 6$; and by synthetic division, $x^7 - y^7$ by $x - y$. (5)
3. Factor, $x^3 - x^2 + 2$ and $x^{2m} + 31x^m - 32$. Find the highest common divisor of $4a^2 - 4a^2 - ab^2 + b^3$, and $4a^2 + 2ab - 2b^2$. (5)
4. Expand by the Binomial Formula $\frac{1}{\sqrt{1-x^2}}$. (5)
5. Reduce to a form having a rational denominator, $\frac{\sqrt{x^2+1}-x}{\sqrt{x^2+1}+x}$. (5)
6. Extract the square root of $57 + 12\sqrt{15}$. (5)
7. What is the modulus of $5 - 3\sqrt{-1}$, and $5 + 3\sqrt{-1}$? (5)
8. Solve, $\frac{\sqrt{a-\sqrt{a-\sqrt{a^2-ax}}}}{\sqrt{a+\sqrt{a-\sqrt{a^2-ax}}}} = b$. (5)
9. A number is represented by 6 digits, of which the left hand digit is 1. If the one be removed to the unit's place, the others remaining in the same order as before, the new number is three times the original number. Find the number. (5)
10. Give $S \propto t^2$, when f is constant; and $S \propto f$, when t is constant; also, $2s = f$, when $t = 1$. Find the equation between f , s , and t . (5)

TRIGONOMETRY.

Scientific Class.

1. Demonstrate the following identities:— (5)
 $\sin^2 A - \cos^2 B = \sin^2 B - \cos^2 A$.
 $\tan A + \cot A = \sec A \operatorname{cosec} A$.
2. Find the values of the other trigonometrical ratios, from the following equations: (5)
 $\sin A = \frac{4}{5}$. $\tan A = \frac{3}{4}$.
3. Show that the tangents of 60° , 45° , and 15° are in arithmetical progression. (5)
4. Solve the following triangles from the given quantities: (5)
 $c = 150$, $A = 30^\circ$, $C = 90^\circ$.
 $a = 75$, $b = 75$, $C = 90^\circ$.
 $a = 80$, $B = 15^\circ$, $C = 90^\circ$.
5. Write the rules for multiplying, dividing, finding powers, and extracting the roots by logarithms. (5)
6. Write the 12 formulæ used in the solution of right-angled triangles. (5)
7. Derive the principle, that the sides of a plane triangle are proportional to the sines of the opposite angles. (5)

8. What are the algebraic signs of the circular functions in the different quadrants? (4)
 9. Write the principles expressing the values of the circular functions for the sums and differences of different arcs. (4)
 10. A man six feet high, standing at the top of a mast, subtends an angle whose tangent is one-tenth, at a point on the deck 33 feet from the foot of the mast. Find the height of the mast. (4)
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GEOLOGY.

Senior Class.

1. Give an account of the varying geography of the United States, in the successive periods of Geological Time. (10)
 2. Relation of mineral wealth to civilization. (10)
 3. Summary of special features that characterized successive Geological Ages, as respects the kinds of rock formed, climate, and animal life. (10)
 4. The Antiquity of the earth and of man. (10)
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ASTRONOMY.

1. Explain the Nebular Hypothesis. (10)
2. Compare the two groups of the major planets. (10)
3. Name and describe the apparent motions of the sun. (10)
4. Explain the theory of meteoric rings. (10)
5. Give an account of the comets of 1811, 1835, and 1843. (10)

ANNUAL EXAMINATION IN MUSIC.

By B. JEPSON, VOCAL INSTRUCTOR.

APRIL, 1877.

To take place as nearly as possible on the regular days for music, commencing with the first recitation in April.

The Annual Test exercise in sight singing will be placed on the black-board by the vocal instructor. The scholars will also be examined by their respective teachers in strict conformity with the following

RULES.

Scholars examined from the Music Reader are not to be informed of the exercises to be read, or allowed to practice on them previous to examination.

Scholars not to be examined continuously on the same exercise or question.

Scholars not to be allowed to correct mistakes in reading.

Scholars who hesitate in reading may be prompted, but such hesitations must count as failures.

Scholars having a written examination, will form the measures in advance, music to be written only on one side of the paper; lead pencil to be used in writing.

Scholars must complete written exercises at one sitting, *each alteration or erasure* to count a failure. The syllables must be written over the notes at right angles with the Staff, and the letters underneath. Rubber and rulers to be discarded.

Each scholar will also answer *five* questions from the "Definitions Reviewed" of their respective grade in the Music Reader.

Teachers of rooms which are to sing two or more parts, will assign the parts, and make all necessary arrangements for seating the scholars who are to sing together, in advance of the exercise.

The examination by teachers, in all grades, will commence immediately after singing the Annual Test Exercise, and so far as possible be concluded on the same day, and the average result reported to the Principal without delay.

Principals of schools will incorporate the averages thus obtained with the averages of other studies considered in reference to promotion.

The examination in music of candidates for the High School will be conducted by the vocal instructor in person.

MARKING.

Perfect recitations to be marked 100.

Each failure to count as follows: 1st grade, 6 off; 2d grade, 3 off; 3rd grade, 1 off; 4th grade, $\frac{1}{2}$ off; 5th grade, $\frac{1}{4}$ off; 6th grade, $\frac{1}{8}$ off.

SCHEME OF EXAMINATION.

Room 1.—Will sing a single part exercise of 16 measures, Key of C, double time, *with quarter notes and half notes*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 18, by syllable, Exercises 136 to 142 inclusive, looking over the teacher.

ROOM 2.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter notes and dotted half notes*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapters 24 and 25, exercises 146 to 157 inclusive, looking over the teacher.

ROOM 3.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter, half and dotted half notes, slur, extension of scale, quarter rests*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable and letter, Exercises 237 to 245 inclusive.

ROOM 4.—Will sing a single part exercise of 16 measures, Key of C, quadruple time, embracing all points previously introduced, *with addition of whole note, thirds, repeat*. Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 45, by syllable and letter, Exercises 324 to 332 inclusive.

ROOM 5.—Will sing a single part exercise of 16 measures, Key of G, triple time, embracing all previous points *with addition of eighth notes*. Scholars copy the same, writing over each note its appropriate syllable, and under each note its appropriate letter. Time for writing limited to 20 minutes.

ROOM 6.—Will sing a single part exercise of 16 measures, Key of D, quadruple time, embracing all previous points, *with addition of third with eighth notes*. Scholars to copy the same, writing syllables and letters. Time for writing limited to 20 minutes.

ROOM 7.—Will sing a two part exercise of 12 measures on Treble Clef, Key of A, $\frac{3}{4}$ time, embracing all previous points, *with addition of fourths with quarter notes*. Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

ROOM 8.—Will sing a two part exercise of 8 measures on Treble and Bass Clef, Key of E, $\frac{3}{4}$ time, embracing all previous points, *with addition of fourths with eighth notes, fifths with quarter notes*. Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

ROOM 9.—Will sing a three part exercise of 12 measures, Soprano, Alto and Bass, Key of F, $\frac{3}{4}$ time, embracing all previous points, *with addition of fifths with sixteenth notes, sixths with eighth notes*. Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 10.—Will sing a three part exercise of 8 measures, Soprano, Alto and Bass, Key of B, $\frac{3}{4}$ time, embracing all previous points, *with addition of sixth with sixteenth notes, sevenths with eighth notes, triplets*. Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 11.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of E flat, $\frac{3}{4}$ time, embracing all previous points, *with addition of octaves, half beats, and two notes of different values to same beat*. Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

ROOM 12.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of A flat, $\frac{3}{4}$ time, embracing all previous points, *with addition of double dot and accidentals*. Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

By order of

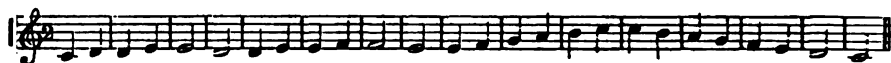
A. PARISH, *Supt.*

TEST EXERCISES IN SIGHT SINGING.



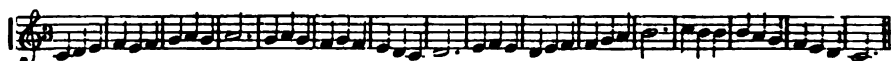
Room No. 1.

SINGLE PART EXERCISE.



Room No. 2.

SINGLE PART EXERCISE.



Room No. 3.

SINGLE PART EXERCISE.



Room No. 4.

SINGLE PART EXERCISE.



Room No. 5.

SINGLE PART EXERCISE.



Room No. 6.

SINGLE PART EXERCISE.



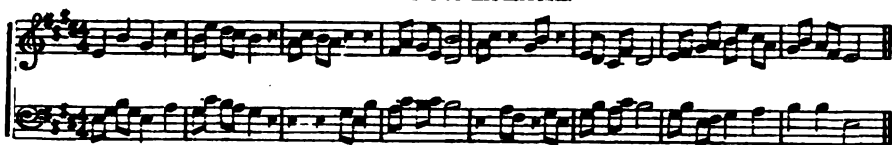
Room No. 7.

TWO PART EXERCISE.



Room No. 8.

TWO PART EXERCISE



Room No. 9.

THREE PART EXERCISE



Room No. 10.

THREE PART EXERCISE



Room No. 11.

FOUR PART EXERCISE.

TENOR.

ALTO.

SOPRANO.

BASS.

Room No. 12.

FOUR PART EXERCISE.

TENOR.

ALTO.

SOPRANO.

BASS.

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1877-78.

MONDAYS.				ALTERNATE MONDAYS.			
<i>A. M. Wooster School.</i>				<i>A. M. Hamilton School.</i>			
<i>P. M. High School.</i>				<i>P. M. High School.</i>			
September	3, 17	February	4, 18	September	10, 24	February	11, 25
October	1, 15, 29	March	4, 18	October	8, 22	March	11, 25
November	12, 26	April	1, 15	November	5, 19	April	8, 22
December	10	May	13, 27	December	3, 17	May	20,
January	7, 21	June	10, 24	January	14, 28	June	3, 17
TUESDAYS.				ALTERNATE TUESDAYS.			
<i>A. M. Webster School.</i>				<i>A. M. Carlyle & Cedar Street Schools.</i>			
<i>P. M. Edwards & Humphrey St. Schools.</i>				<i>P. M. Grand Street School.</i>			
September	4, 18	February	5, 19	September	11, 25	February	12, 26
October	2, 16, 30	March	5, 19	October	9, 23	March	12, 26
November	13, 27	April	2, 16	November	6, 20	April	9, 23
December	11	May	14, 28	December	4, 18	May	21,
January	8, 22	June	11, 25	January	15, 29	June	4, 18
WEDNESDAYS.				ALTERNATE WEDNESDAYS.			
<i>A. M. Washington School.</i>				<i>A. M. Eaton School.</i>			
<i>P. M. German-Eng. & Fair St. Schools.</i>				<i>P. M. Davenport Av. & Oak St. Schools.</i>			
September	5, 19	February	13, 27	September	12, 26	February	6, 20
October	3, 17, 31	March	13, 27	October	10, 24	March	6, 20
November	14, 28	April	10, 24	November	7, 21	April	3, 17
December	12	May	15, 29	December	5, 19	May	8, 22
January	2, 16, 30	June	12, 26	January	9, 23	June	5, 19
THURSDAYS.				ALTERNATE THURSDAYS.			
<i>A. M. Dwight School.</i>				<i>A. M. Skinner School.</i>			
<i>P. M. High School.</i>				<i>P. M. High School.</i>			
September	6, 20	February	7, 21	September	13, 27	February	14, 28
October	4, 18	March	7, 21	October	11, 25	March	14, 28
November	1, 15	April	4, 18	November	8, 22	April	11, 25
December	6, 20	May	9, 23	December	13,	May	16, 30
January	10, 24	June	6, 20	January	3, 17, 31	June	13, 27
FRIDAYS.				ALTERNATE FRIDAYS.			
<i>A. M. Woolsey School.</i>				<i>A. M. Division Street School.</i>			
<i>P. M. Dixwell Avenue School.</i>				<i>P. M. Greenwich Av. & West St. Schools.</i>			
September	7, 21	February	8, 22	September	14, 28	February	1, 15
October	5, 19	March	8, 22	October	12, 26	March	1, 15, 29
November	2, 16	April	5, 19	November	9, 23	April	12, 26
December	7, 21	May	10, 24	December	14,	May	17, 31
January	11, 25	June	7, 21	January	4, 18	June	14, 28

Yearly Examination in Music, April 1 to 12 inclusive.

EXPLANATORY.

As far as possible each school will receive 20 visits from the Vocal Instructor during the year.

At each visit the rooms are marked for *tone, time, theory, sight-singing,* and *deportment.*

Perfect recitations receive 2 credits for each point, making 10 in all, or a possible 200 for the year.

REPORT IN MUSIC, APRIL, 1877.

EXPLANATORY.

Column **A** indicates the number of the several rooms in each school.

Column **B** shows the average result of yearly examinations in the theory of Music, by the regular teachers.

Column **C** contains the marks of the Vocal Instructor on the foregoing yearly test exercises in sight singing, 10 being the highest mark given.

Column **D** exhibits the total number of credits which each room has received from the Vocal Instructor during the entire year. Highest number attainable, 200.

Column **E** contains the number of scholars in each room who are able to stand alone and sing exercises at sight from the black-board.

Column **F** contains the number of scholars in each room who are unable to sing the scale of eight sounds correctly.

REPORT.

Webster.						Eaton.						Dwight.						Wooster.					
A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
1	82	6	179	8	4	1	81	9	190	15	10	1	87	8	177	6	3	1	83	7	167	6	3
2	91	10	187	15	0	2	95	10	194	18	1	2	88	10	188	7	0	2	80	7	162	4	2
3	92	8	167	7	2	3	96	10	187	6	0	3	90	10	173	6	1	3	86	8	177	2	2
4	87	8	165	10	0	4	98	9	190	11	0	4	86	9	174	4	1	4	80	10	178	6	1
5	84	8	173	6	0	5	90	9	166	11	3	5	58	8	180	6	0	5	84	10	180	10	0
6	86	8	170	7	2	6	90	8	167	15	0	6	100	10	191	12	0	6	71	10	181	9	1
7	89	9	150	6	1	7	91	5	155	6	1	7	90	9	186	6	4	7	92	8	180	8	0
8	82	9	151	9	1	8	86	8	168	6	2	8	89	9	184	9	1	8	91	10	183	8	0
9	84	9	168	4	0	9	93	10	189	10	0	9	89	9	174	8	0	9	86	9	185	7	0
10	95	9	166	5	1	10	95	8	171	6	1	10	92	9	171	16	1	10	94	9	186	9	0
11	95	8	161	8	3	11	94	5	168	12	4	11	99	9	185	10	1	11	95	10	189	6	1
12	95	8	163	10	3	12	96	7	179	12	2	12	94	8	178	15	1	12	99	10	189	16	0
Hamilton Street.						Skinner.						Washington.						Woolsey.					
1	86	10	183	20	6	1	70	10	175	13	9	*0	87	8	115	2	4	1	96	10	194	21	0
1	82	9	150	6	9	2	81	10	175	11	7	1	88	9	169	3	0	2	99	10	190	17	0
2	87	9	174	9	4	3	70	7	156	4	3	2	90	9	170	7	1	3	86	9	168	8	0
3	99	10	183	15	0	4	87	8	162	6	4	3	84	7	158	3	0	4	84	9	165	9	1
4	80	9	182	9	1	5	89	9	166	12	0	4	87	7	159	4	0	5	84	9	158	7	1
5	80	7	180	4	0	6	90	5	161	8	0	5	81	10	178	6	0	6	75	8	130	2	0
6	86	10	183	10	0	7	95	8	173	11	2	6	71	8	178	5	0	7	89	9	158	2	1
7	93	10	185	16	2	8	91	8	173	13	0	7	89	9	184	9	0	8	86	8	160	5	1
8	93	9	176	12	0	9	92	10	194	12	0	8	84	10	183	10	1	9	95	9	167	10	1
9	89	8	184	14	0	10	92	10	192	14	2	9	85	9	182	11	1	10	94	8	168	9	3
10	95	9	185	8	0	11	96	10	172	10	3	10	85	9	190	12	0	11	99	9	167	18	0
11	97	9	177	12	0	12	97	10	174	10	0	11	96	10	190	11	0	12	99	9	184	15	2
12	96	9	175	9	1							12	98	10	190	14	0						
Division Street.						Oak Street.						West Street.						Edwards Street.					
1	90	10	183	11	4	1	90	10	195	10	7	1	93	10	171	13	3	1	86	10	184	10	3
2	87	8	179	6	1	2	98	10	195	15	0	2	83	8	165	7	2	2	93	10	169	14	0
3	52	10	182	8	0	3	89	8	175	3	3	3	95	10	169	9	2	3	90	7	155	2	
4	94	8	181	13	1	4	84	10	193	12	0	4	96	9	166	5	2	4	87	6	175	6	1

* Basement Room.

Cedar Street Tr.						Dixwell Avenue						Grand Street.						Fair Street Tr.						
A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	
179	9	180	6	5		181	10	179	14	3		1	96	10	191	15	0	1	96	10	188	11	9	
291	10	183	14	1		287	9	175	11	0		2	97	10	191	11	2	2	92	8	175	6	1	
380	9	172	4	2		392	9	181	8	0		3	96	9	180	3	0	3	93	10	195	9	1	
495	8	164	9	2		492	8	180	2	1		4	98	10	193	11	0	4	99	10	196	12	0	
585	9	168	9	0		560	9	169	4	2		5	95	9	170	13	0							
670	9	168	3	0		680	9	175	8	4		8	90	9	172	9	0							
790	8	170	7	0		798	10	185	16	2														
887	7	172	11	3																				
Carlisle Street.						German-English						City Point.						Fair Street, Ung.						
188	7	180	9	2		178	9	170	9	3		1	97	8	0	6	4	1	90	10	189	9	1	
298	9	183	11	1		291	8	164	5	0								2	85	10	196	6	2	
272	7	165	2	3		George Street.						* State Street.						High School.						
490	9	169	6	2		*1	0	7	0	0	4	1	82	9	0	4	5	1	--	9	196	--	--	--

*George Street and State Street Schools organized in September.

Number of Rooms marked perfect in sight singing, 49.

Total number of solo sight singers (exclusive of High School), 1364.

Total number unable to sing scale of eight sounds, 228.

The following Rooms have received 190 credits and upwards during the year. Highest number attainable, 200.

Eaton	School,	Room	1, Mary J. Hayes,	Teacher,	190 Credits.
"	"	"	4, Katie Smith,	"	190 "
Washington	"	"	10, E. Josie Cargill,	"	190 "
"	"	"	11, Julia M. Catlin,	"	190 "
"	"	"	12, Emily E. Warner,	"	190 "
Woolsey	"	"	2, Emily M. Deforest,	"	190 "
Ungraded	"	"	1, Emily A. Wildman,	"	190 "
Grand Street	"	"	1, Mary A. Pinney,	"	191 "
"	"	"	2, Margaret M. Tucker,	"	191 "
Dwight	"	"	6, Emma E. Lincoln,	"	191 "
Skinner	"	"	10, Ella J. Bronson,	"	192 "
Oak Street	"	"	4, Louise G. Wolcott,	"	193 "
Grand Street	"	"	4, Hortense A. Darling,	"	193 "
Eaton	"	"	2, Flora A. Loper,	"	194 "
Skinner	"	"	9, Ann E. Loper,	"	194 "
Woolsey	"	"	1, Ella H. Clarke,	"	194 "
Oak Street	"	"	1, Ruth Gorham,	"	195 "
"	"	"	2, Mary J. Alden,	"	195 "
Fair Street	"	"	3, Ida L. Henry,	"	195 "
"	"	"	4, Jennie Fields,	"	196 "
" Ungraded	"	"	2, Nellie J. Guinan,	"	196 "
Hillhouse High	"	"	Vocal Instructor,	"	196 "

REPORT ON DRAWING, BY LOUIS BAIL.

FOR THE THREE TERMS OF THE YEAR.

The figures represent the value of the work done in each room, 10 being the maximum, indicating perfect work.

N. B.—Lessons will be marked on the following : 1, General accuracy of work ; 2, clearness of line ; 3, least use of rubber ; 4, best drawing from memory and original design.

ROOMS.	No. 12.	No. 11.	No. 10.	No. 9.	No. 8.	No. 7.	No. 6.	No. 5.	No. 4.	No. 3.	No. 2.	No. 1.	No. 2½.	No. 1½.
TERMS.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.	F.W.S.
Webster, -----	10 10 10	8 9 8	8 9 9	9 9 8	7 6 7	7 7 6	8 9 9	8 9 8	7 8 7	8 8 8	8 8 7	8 9 8	-----	-----
Oak, -----	-----	-----	-----	-----	-----	-----	-----	-----	8 9 8	8 9 8	8 9 8	7 7 7	-----	-----
Col. and Geo. Sis.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Eaton, -----	10 10 10	9 10 10	8 9 8	8 9 8	8 9 8	7 8 7	8 9 9	8 9 8	9 10 9	8 8 8	8 8 8	8 9 8	9 9 -	9 9 -
Wooster, -----	10 10 10	9 10 10	8 9 9	8 9 9	9 10 10	8 9 9	9 10 10	8 9 9	8 9 8	8 8 8	6 7 7	7 8 8	-----	-----
Hamilton, -----	9 9 9	9 9 9	9 10 9	9 9 9	8 9 9	7 8 8	8 9 8	8 9 8	8 9 9	8 9 8	8 8 7	8 8 8	-----	7 7 7
Fair, Ungraded.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Fair, -----	-----	-----	-----	-----	-----	-----	-----	-----	9 10 9	9 9 9	9 9 9	8 9 8	-----	-----
German-English,	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Dwight, -----	10 10 10	10 10 10	9 10 10	9 10 10	9 10 10	9 9 10	9 10 9	8 9 8	8 9 9	8 9 9	8 9 8	7 7 7	-----	-----
Dixwell, -----	-----	-----	-----	-----	-----	8 9 8	8 9 8	8 8 8	8 8 8	8 9 8	7 7 7	7 7 7	-----	-----
Division, -----	-----	-----	-----	-----	-----	-----	9 10 10	9 8 8	8 9 9	8 8 9	8 8 7	8 7 7	-----	-----
Orphan Asylum,	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Skinner, -----	10 10 10	8 9 9	8 9 8	9 10 9	8 9 9	6 7 6	7 8 8	8 8 8	9 9 9	7 8 8	8 9 9	7 8 7	-----	-----
Edwards, -----	-----	-----	-----	-----	-----	-----	-----	-----	8 9 9	7 8 8	7 8 7	8 8 8	-----	-----
State St., -----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Washington, -----	9 9 9	8 9 9	8 9 9	7 8 8	7 7 8	8 8 9	8 9 9	8 8 8	7 8 9	7 8 8	7 7 8	8 8 8	-----	-----
West, -----	-----	-----	-----	-----	-----	-----	-----	-----	8 9 9	7 8 8	8 8 8	8 8 7	-----	-----
Carlisle, -----	-----	-----	-----	-----	-----	-----	-----	-----	8 9 9	8 9 9	7 8 8	8 8 7	-----	-----
Greenwich Av., -----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Cedar, -----	-----	-----	-----	-----	8 9 9	7 8 8	7 6 8	7 8 8	7 6 7	8 9 8	6 7 8	8 9 8	-----	-----
Woolsey, -----	10 10 10	9 10 10	8 8 8	8 8 8	8 8 8	9 10 9	7 8 8	7 8 8	7 8 8	7 8 8	8 9 8	7 8 7	-----	-----
Grand, -----	-----	-----	-----	-----	-----	-----	8 9 9	8 9 9	8 9 8	8 9 8	7 8 7	7 8 8	-----	-----

TIME TABLE FOR DRAWING INSTRUCTOR, 1877-78.

MONDAY, A. M.		TUESDAY, A. M.		WEDNESDAY, A. M.		THURSDAY, A. M.		FRIDAY, A. M.	
<i>Washington School.</i>		<i>High School.</i>		<i>Woolsey School.</i>		<i>Hamilton School.</i>		<i>Dwight School.</i>	
Sept. 3, 10.	Feb. 4, 11.	September 4, 11, 18, 25.		Sept. 5, 12.	Feb. 6, 13.	Sept. 6, 13.	Feb. 7, 14.	Sept. 7, 14.	Feb. 1, 8.
Oct. 1, 8.	Mar. 4, 11.	October 2, 9, 16, 23, 30.		Oct. 3, 10.	Mar. 6, 13.	Oct. 4, 11.	Mar. 7, 14.	Oct. 5, 12.	Mar. 1, 8.
Nov. 5, 12.	Apr. 1, 8.	November 6, 13, 20, 27.		Nov. 7, 14.	Apr. 3, 10.	Nov. 1, 8.	Apr. 4, 11.	Nov. 2, 9.	Apr. 5, 12.
Dec. 3, 10.	May -- 13.	December 4, 11, 18.		Dec. 5, 12.	May 8, 15.	Dec. 6, 13.	May 9, 16.	Dec. 7, 14.	May 10, 17.
Jan. 7, 14.	June 3, 10, 17.	January 8, 15, 22, 29.		Jan. 2, 9.	June 5, 12.	Jan. 3, 10.	June 6, 13.	Jan. 4, 11.	June 7, 14.
<i>Skinner School.</i>		<i>High School.</i>		<i>Woolster School.</i>		<i>Webster School.</i>		<i>Edmon School.</i>	
Sept. 17, 24.	Feb. 18, 25.	February 5, 12, 19, 26.		Sept. 19, 26.	Feb. 20, 27.	Sept. 20, 27.	Feb. 21, 28.	Sept. 21, 28.	Feb. 15, 22.
Oct. 15, 22, 29.	Mar. 18, 25.	March 5, 12, 19, 26.		Oct. 17, 24, 31.	Mar. 20, 27.	Oct. 18, 25.	Mar. 21, 28.	Oct. --, 26.	Mar. 15, 22, 29.
Nov. 19, 26.	Apr. 15, 23.	April 2, 9, 16, 23.		Nov. 21, 28.	Apr. 17, 24.	Nov. 15, 22.	Apr. 18, 25.	Nov. 16, 23.	Apr. 26.
Dec. 17, --.	May 20, 27.	May 14, 21, 28.		Dec. 19, --.	May 22, 29.	Dec. 20, --.	May 23, 30.	Dec. 21, --.	May 24, 31.
Jan. 21, 28.	June 24, Jul. 1.	June 4, 11, 18, 25.	July 2.	Jan. 16, 23, 30.	Jun. 19, 26, J. 3.	Jan. 17, 24, 31.	June 20, 27.	Jan. 18, 25.	June 21, 28.
MONDAY, P. M.		TUESDAY, P. M.		WEDNESDAY, P. M.		THURSDAY, P. M.		FRIDAY, P. M.	
<i>Dix. Ed. Hum. Div. Ed. Hu.</i>		<i>High School.</i>		<i>High School.</i>		<i>West. Oak.</i>		<i>Cedar. Fair.</i>	
Sept. 3, 10.	Feb. 4, 11.	September 4, 11, 18, 25.		September 5, 12, 19, 26.		Sept. 6, 13.	Feb. 7, 14.	September 7, 14, 21, 28.	
Oct. 1, 8.	Mar. 4, 11.	October 2, 9, 16, 23, 30.		October 3, 10, 17, 24, 31.		Oct. 4, 11.	Mar. 7, 14.	October 5, 12, --, 26.	
Nov. 5, 12.	Apr. 1, 8.	November 6, 13, 20, 27.		November 7, 14, 21, 28.		Nov. 1, 8.	Apr. 4, 11.	November 2, 9, 16, 23.	
Dec. 3, 10.	May 13, 20.	December 4, 11, 18.		December 5, 12, 19.		Dec. 6, 13.	May 9, 16.	December 7, 14, 21.	
Jan. 7, 14.	June 3, 10.	January 8, 15, 22, 29.		January 2, 9, 16, 23, 30.		Jan. 3, 10.	June 6, 13.	January 4, 11, 18, 25.	
<i>Grand. Div.</i>		<i>High School.</i>		<i>High School.</i>		<i>Dav. A. Gr. A. Carliste. Geor.</i>		<i>Cedar. Fair.</i>	
Sept. 17, 24.	Feb. 18, 25.	February 5, 12, 19, 26.		February 6, 13, 20, 27.		Sept. 20, 27.	Feb. 21, 28.	February 1, 8, 15, --.	
Oct. 15, 22, 29.	Mar. 18, 25.	March 5, 12, 19, 26.		March 6, 13, 20, 27.		Oct. 18, 25.	Mar. 21, 28.	March 1, 8, 15, 29.	
Nov. 19, 26.	Apr. 15, 23.	April 2, 9, 16, 23.		April 3, 10, 17, 24.		Nov. 15, 22.	Apr. 18, 25.	April 5, 12, 26, --.	
Dec. 17, --.	May 20, 27.	May 14, 21, 28.		May 8, 15, 22, 29.		Dec. 20, --.	May 23, 30.	May 10, 17, 24, 31.	
Jan. 21, 28.	June 24, --.	June 4, 11, 18, 25.		June 5, 12, 19, 26.		Jan. 17, 24, 31.	June 20, 27.	June 7, 14, 21, 28.	
July --, 1.	July --, 1.	July 2.		July 3.					

ANNUAL EXAMINATION OF THE GRADED SCHOOLS.

1877.

In the month of April last an examination of all the schools was held, for the annual promotion of the pupils. The results of that examination are presented in the following tables.

Printed questions were prepared by the Superintendent for the class, in grades V, VI, VII, VIII, and written answers were required. The answers were critically examined and marked, generally by the teacher of the room to which the pupils belonged. In the Dwight District the marking was done by the teacher of the next higher room.

The classes below the four highest grades were examined and marked by the Principal, and the questions were prepared by him.

Twenty printed questions were prepared for the written examination, and the maximum mark—5 for each question—was 100; and this was the maximum mark for all the classes.

It will be observed that, in several instances, no figures appear opposite the classes, and occasionally an *entire study* fails to be represented. In such cases no report was made by the teacher or Principal, or the study was not pursued by the class.

Grade VIII does not appear, because it was the 1st class in No. 12, and its examination took place at the High School, to which it was promoted.

RECORD OF EXAMINATIONS.

Webster School.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLAS.														
VII.	12	2	15-2	44	89	68				84	74	80				73
	12	3	14-8	52	78	69				79	65	73				69
VI.	11	1	14-3	83	80	71				90	83	79				81
	11	2	13-9	78	71	76				84	83	72				77
	10	1	13-10	77		76			70	83	90	82				79
V.	10	2	13-4	70		70			70	83	81	82				76
	9	1	12-8	64		75				80	78	78				75
	9	2	12-5	50		65				80	78	78				70
	8	1	11-11	42		69				72	53	68				60
	8	2	12-3	37		66				74	51	57				57
	7	1	12-0	34		67				68	68	61				59
	7	2	11-6	30		56				73	66	65				58
IV.	6	1	11-1	76		69				81	79	75				76
	6	2	10-10	62		61				80	74	73				70
	5	1	10-9	73		86				77	73	66				75
	5	2	10-7	72		92				77	60	63				72
	4	1	10-3	66						79	75	74				73
III.	4	2	9-1	82						84	84	68				79
	3	1	8-9	86						82	86	71				81
	3	2	9-3	77						75	60	77				72
	2	1	8-4	92						81	80	79				83
II.	2	2	7-10	90						79	82	74				81
I.	1	1	7-2	80						82	68	81				77
	1	2	6-10	73						79	85	75				78

Oak St. School.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLASS.														
V.	4	1	11-0	88	--	67	--	--	--	82	92	74	--	--	--	80
IV.	4	2	10-6	71	--	79	--	--	--	80	71	70	--	--	--	74
III.	3	1	9-3	89	--	--	--	--	--	78	84	77	--	--	--	82
II.	3	2	9-0	73	--	--	--	--	--	62	48	71	--	--	--	63
	2	1	7-11	97	--	--	--	--	--	82	94	71	--	--	--	86
I.	2	2	7-5	84	--	--	--	--	--	81	77	69	--	--	--	77
	1	1	6-7	87	--	--	--	--	--	66	68	65	--	--	--	71
	1	2	6-5	61	--	--	--	--	--	61	67	65	--	--	--	63
George St. School.																
I.	1	1	9-1	66	--	--	--	--	--	91	89	72	--	--	--	79
	1	2	6-11	66	--	--	--	--	--	70	78	50	--	--	--	66
	1	3	6-6	50	--	--	--	--	--	80	77	50	--	--	--	64
Eaton School.																
VIII.	12	2	14-9	76	85	85	87	--	--	88	89	86	--	--	--	85
VII.	11	1	14-6	68	87	62	--	--	--	83	62	84	--	--	91	76
	11	2	14-2	66	87	68	--	--	--	60	83	80	--	--	--	74
VI.	10	1	13-11	50	--	78	--	86	--	87	50	88	--	--	88	75
	10	2	13-3	64	--	80	--	90	--	87	57	80	--	--	92	78
	9	1	13-9	67	--	76	--	--	--	84	93	53	--	--	--	74
	9	2	12-9	77	--	76	--	--	90	90	56	86	--	--	93	81
V.	7	1	12-3	59	--	90	--	--	--	92	90	--	--	--	--	82
	7	2	11-5	62	--	91	--	--	--	91	87	--	--	--	--	82
	8	1	12-5	79	--	92	--	--	--	91	88	--	--	--	--	87
	8	2	12-1	71	--	89	--	--	--	93	85	--	--	--	--	84
IV.	6	1	11-0	80	--	90	--	--	--	95	98	--	--	--	--	90
	6	2	11-5	85	--	95	--	--	--	95	95	--	--	--	--	92
III.	5	1	10-7	73	--	--	--	--	--	86	89	--	--	--	--	82
	5	2	11-0	85	--	--	--	--	--	79	87	--	--	--	--	83
II.	4	1	9-1	--	--	--	--	--	--	--	--	--	--	--	--	--
	4	2	9-4	--	--	--	--	--	--	--	--	--	--	--	--	--
	*3	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	3	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
I.	2	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	2	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	1	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--

* The examinations of the three lowest rooms were not reported.

Wooster School.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Pennmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLASS.														
VII.	12	2	14-6	74	83	83	--	--	--	82	85	--	--	--	--	81
VI.	11	1	13-9	91	58	85	--	--	--	78	94	72	--	--	--	79
	11		14-0	85	53	83	--	--	--	74	92	71	--	--	--	76
	10	1	12-10	69	--	86	--	76	--	75	80	75	--	--	--	76
	10	2	13-4	69	--	75	--	55	--	72	70	--	--	--	--	68
V.	9	1	12-6	67	--	68	--	72	--	71	76	69	--	--	--	70
	9	2	12-11	47	--	80	--	61	--	71	76	78	--	--	--	68
	8	1	11-8	80	--	86	--	82	--	80	92	75	--	--	--	82
	8	2	11-8	74	--	79	--	78	--	82	82	70	--	--	--	75
	7	1	11-1	84	--	86	--	84	--	83	75	90	--	--	--	83
IV.	7	2	11-7	76	--	76	--	76	--	81	83	68	--	--	--	76
	6	1	10-11	81	--	71	--	--	75	85	90	70	--	--	80	78
	6	2	10-10	78	--	54	--	--	75	76	74	69	--	--	80	72
III.	5	1	9-11	78	--	--	--	--	70	87	84	73	--	--	100	82
	5	2	9-7	79	--	--	--	--	70	76	85	66	--	--	100	78
	4	1	9-3	87	--	--	--	--	80	82	88	76	--	--	75	81
	4	2	9-5	67	--	--	--	--	80	78	78	63	--	--	75	73
II.	3	1	8-2	76	--	--	--	--	65	84	80	75	--	--	75	75
	3	2	8-2	65	--	--	--	--	80	78	79	80	--	--	80	77
I.	2	1	7-7	98	--	--	--	--	79	92	100	79	--	--	75	87
	2	2	7-5	78	--	--	--	--	66	87	75	61	--	--	75	73
	1	1	6-3	92	--	--	--	--	70	83	85	75	--	--	80	80
	1	2	5-11	80	--	--	--	--	70	67	75	69	--	--	80	73
Hamilton School.																
VII.	12	1	14-5	54	69	--	--	--	--	90	66	62	--	--	--	68
	12	2	13-4	41	53	37	--	--	--	88	51	55	--	--	--	54
	11	1	12-10	79	49	56	--	--	--	87	64	73	--	--	--	68
	11	2	12-9	64	46	60	--	--	--	89	51	73	--	--	--	63
VI.	10	1	11-9	71	--	64	--	--	39	91	64	55	--	--	--	64
	10	2	11-5	54	--	49	--	--	35	90	59	50	--	--	--	56
V.	9	1	11-5	100	--	100	--	--	--	98	86	98	94	--	--	96
	9	2	11-5	88	--	99	--	--	89	86	97	52	--	--	--	85
	8	1	10-5	93	--	97	--	--	87	98	50	86	--	--	--	85
IV.	8	2	10-4	88	--	98	--	--	--	84	97	48	--	--	--	83
	7	1	10-2	93	--	100	--	--	--	89	99	55	--	--	--	87
	7	2	10-1	88	--	96	--	--	--	84	95	55	--	--	--	83
	6	1	9-0	74	--	--	--	--	--	85	98	53	--	--	--	77
	6	2	9-6	63	--	--	--	--	--	79	93	46	--	--	--	70
III.	5	1	9-3	83	--	--	--	--	--	80	98	50	--	--	--	77
	5	2	9-0	76	--	--	--	--	--	79	96	49	--	--	--	75
	4	1	8-5	93	--	--	--	--	--	79	96	51	--	--	--	79
	3	1	7-9	86	--	--	--	--	--	83	98	50	--	--	--	81
II.	4	2	8-9	82	--	--	--	--	--	77	96	50	--	--	--	76
	3	2	7-7	75	--	--	--	--	--	82	98	45	--	--	--	77

Fair St. Training School.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLASS.														
V.	4	1	11-9	84	--	89	--	--	--	92	85	88	--	--	--	87
IV.	4	2	11-0	85	--	97	--	--	--	97	95	92	--	--	--	93
	3	1	10-5	96	--	94	--	--	--	98	86	97	--	--	--	94
III.	3	2	10-1	83	--	--	--	--	--	95	81	92	--	--	--	87
	2	1	8-4	96	--	--	--	--	--	92	93	87	--	--	--	92
II.	2	2	8-8	86	--	--	--	--	--	83	76	82	--	--	--	81
	2	3	7-11	85	--	--	--	--	--	94	67	86	--	--	--	83
I.	1	2	7-6	96	--	--	--	--	--	83	90	89	--	--	--	89
	1	3	6-9	97	--	--	--	--	--	79	94	83	--	--	--	88
	1	4	5-11	--	--	--	--	--	--	87	84	93	--	--	--	88
	1	1	7-2	98	--	--	--	--	--	94	73	92	--	--	--	89
Dwight School.																
VIII.	12	2	14-9	76	85	85	87	--	--	88	89	86	--	--	--	85
VII.	11	1	15-0	77	82	76	--	--	--	87	63	61	--	--	--	74
	11	2	14-5	69	67	72	--	--	--	69	63	58	--	--	--	66
	10	1	14-8	71	--	71	--	74	--	77	63	71	--	--	--	71
VI.	10	2	14-1	59	--	66	--	--	68	73	62	73	--	--	--	66
	9	1	13-8	54	--	63	--	--	77	78	54	77	--	--	--	67
	9	2	12-10	63	--	65	--	--	71	73	53	69	--	--	--	65
V.	8	1	12-9	31	--	39	--	--	72	72	73	75	--	--	--	60
	8	2	13-1	15	--	35	--	--	56	62	63	69	--	--	--	50
	7	1	12-9	46	--	58	--	--	83	70	81	--	--	--	--	67
	7	2	12-2	26	--	51	--	--	81	62	79	--	--	--	--	59
	6	1	11-7	32	--	46	--	--	74	54	74	--	--	--	--	56
IV.	6	2	11-2	41	--	40	--	--	78	44	78	--	--	--	--	56
	5	1	10-5	42	--	50	--	--	84	69	69	--	--	--	--	62
	5	2	10-5	24	--	41	--	--	83	35	67	--	--	--	--	50
III.	4	1	9-8	85	--	--	--	--	90	76	81	--	--	--	--	83
	4	2	9-7	84	--	--	--	--	85	76	78	--	--	--	--	80
II.	3	1	8-7	83	--	--	--	--	87	90	79	--	--	--	--	84
	3	2	8-6	61	--	--	--	--	80	80	78	--	--	--	--	74
I.	2	1	7-10	74	--	--	--	--	82	94	86	--	--	--	--	84
	2	2	7-2	62	--	--	--	--	79	83	79	--	--	--	--	75
	1	1	6-0	68	--	--	--	--	83	95	85	--	--	--	--	82
	1	2	5-9	65	--	--	--	--	79	81	73	--	--	--	--	74
	1	3	4-9	26	--	--	--	--	52	31	33	--	--	--	--	35
Dixwell Av. Sch.																
V.	7	1	12-5	33	--	--	--	--	58	75	73	70	--	--	--	61
	7	2	11-3	41	--	50	--	--	67	62	75	--	--	--	--	59
IV.	6	1	11-0	73	--	79	--	--	87	69	75	--	--	--	--	76
	6	2	11-0	47	--	74	--	--	73	47	81	--	--	--	--	60
	5	1	10-1	18	--	66	--	--	73	45	58	--	--	--	--	52
	5	2	10-8	19	--	43	--	--	67	36	65	--	--	--	--	56
	4	1	9-10	70	--	81	--	--	71	86	74	--	--	--	--	76
III.	4	2	9-6	65	--	80	--	--	73	85	68	--	--	--	--	74
	3	1	8-2	85	--	98	--	--	70	94	64	--	--	--	--	82
II.	3	2	8-4	86	--	97	--	--	71	83	65	--	--	--	--	80
	2	1	7-10	90	--	--	--	--	53	75	85	--	--	--	--	75
I.	2	2	7-8	71	--	--	--	--	60	57	73	--	--	--	--	65
	2	3	7-8	71	--	--	--	--	60	57	73	--	--	--	--	65
	1	1	6-10	90	--	74	--	--	89	85	77	--	--	--	--	83
	1	2	6-6	81	--	63	--	--	66	84	50	--	--	--	--	68

Division St. Sch.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLASS.														
VII.	5	1	14-3	53	--	54	--	--	55	83	70	75	--	--	--	65
VI.	5	2	12-7	57	--	58	--	--	47	78	49	85	--	--	--	62
V.	5	3	12-5	35	--	49	--	--	74	54	72	--	--	--	--	59
	4	1	12-6	49	--	55	--	--	--	77	64	62	--	--	--	61
IV.	4	2	11-1	51	--	53	--	--	--	66	53	53	--	--	--	55
	4	3	11-4	62	--	53	--	--	--	73	52	51	--	--	--	58
	3	1	11-1	52	--	52	--	--	--	81	62	62	--	--	--	61
	3	2	10-8	42	--	--	--	--	--	81	54	48	--	--	--	56
III.	3	3	9-9	57	--	--	--	--	--	87	41	44	--	--	--	57
II.	2	1	9-9	92	--	--	--	--	--	84	--	88	--	--	--	88
	2	2	8-1	100	--	--	--	--	--	91	96	90	--	--	--	94
	2	3	9-7	69	--	--	--	--	--	77	87	89	--	--	--	80
I.	2	4	7-11	71	--	--	--	--	--	77	81	78	--	--	--	76
	1	1	7-3	69	--	--	--	--	--	76	83	87	--	--	--	78
	1	2	7-3	84	--	--	--	--	--	78	88	68	--	--	--	79
	1	3	6-9	74	--	--	--	--	--	77	87	63	--	--	--	75
Skinner School.																
VII.	12	2	14-7	46	67	65	--	--	--	76	77	78	--	--	--	68
	11	1	14-0	56	62	59	--	--	--	82	59	70	--	--	--	64
	11	2	13-6	44	48	40	--	--	--	80	55	65	--	--	--	55
VI.	10	1	13-2	58	--	62	--	--	65	86	60	74	--	--	--	67
	10	2	13-3	55	--	75	--	--	68	86	58	69	--	--	--	68
	9	1	12-11	77	--	65	--	--	49	76	85	68	--	--	--	70
V.	9	2	12-10	67	--	67	--	--	54	80	84	66	--	--	--	69
	8	1	12-6	42	--	82	--	--	--	84	88	--	--	--	--	74
	8	2	12-1	43	--	65	--	--	--	82	86	--	--	--	--	69
	7	1	11-2	59	--	86	--	--	--	70	90	--	--	--	--	76
	7	2	11-11	37	--	78	--	--	--	68	70	--	--	--	--	63
	6	1	11-3	56	--	72	--	--	--	76	80	--	--	--	--	71
	6	2	10-9	39	--	64	--	--	--	78	76	--	--	--	--	64
IV.	5	1	10-9	60	--	69	--	--	--	68	82	--	--	--	--	69
	5	2	9-9	37	--	60	--	--	--	70	80	--	--	--	--	61
III.	4	1	9-7	70	--	--	--	--	--	70	84	76	--	--	--	75
	4	2	9-6	66	--	--	--	--	--	70	84	76	--	--	--	74
II.	3	1	8-7	74	--	--	--	--	--	82	92	70	--	--	--	79
	3	2	8-4	56	--	--	--	--	--	74	80	70	--	--	--	70
	2	1	7-2	88	--	--	--	--	--	88	94	--	--	--	--	90
I.	2	2	7-8	40	--	--	--	--	--	86	92	--	--	--	--	72
	2	3	6-7	76	--	--	--	--	--	86	96	--	--	--	--	86
	1	1	6-11	90	--	--	--	--	--	90	94	90	--	--	--	91
	1	3	5-11	--	--	--	--	--	--	--	--	--	--	--	--	--
	1	2	6-2	90	--	--	--	--	--	82	84	90	--	--	--	86
Edwards St. Sch.																
IV.	4	1	10-5	50	--	80	--	--	--	84	92	--	--	--	--	76
	4	2	10-4	35	--	83	--	--	--	82	90	--	--	--	--	72
	3	1	9-7	58	--	--	--	--	--	74	88	60	--	--	--	70
III.	3	2	9-1	54	--	--	--	--	--	76	86	60	--	--	--	69
II.	2	1	8-2	78	--	--	--	--	--	94	98	70	--	--	--	85
	2	2	7-10	76	--	--	--	--	--	86	96	70	--	--	--	82
	1	1	7-0	76	--	--	--	--	--	78	84	74	--	--	--	78
I.	1	2	6-7	70	--	--	--	--	--	84	92	74	--	--	--	80
	1	3	6-3	--	--	--	--	--	--	68	92	74	--	--	--	78

State St. School.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLASS.														
I.	I	I	6-7	60	--	--	--	--	--	90	94	60	--	--	--	76
	I	2	6-0	60	--	--	--	--	--	64	96	60	--	--	--	70
Washington Sch.																
VIII.	12	2	14-3	66	79	74	--	--	--	76	84	80	--	--	--	76
VII.	11	1	14-2	66	79	77	--	--	--	71	65	80	--	--	--	73
	11	2	13-10	52	68	56	--	--	--	77	66	80	--	--	--	66
	10	1	13-2	55	84	81	--	--	--	80	66	90	--	--	--	76
	10	2	13-9	46	69	53	--	--	--	72	52	80	--	--	--	62
VI.	9	1	13-2	56	--	73	--	--	82	80	61	77	--	--	--	71
	9	2	13-8	48	--	60	--	--	73	69	48	77	--	--	--	62
V.	8	1	12-5	69	--	79	--	--	83	76	84	81	--	--	--	78
	8	2	13-1	61	--	67	--	--	66	63	63	80	--	--	--	66
	7	1	11-8	69	--	78	--	--	86	73	86	80	--	--	--	78
	7	2	12-8	54	--	73	--	--	64	58	73	79	--	--	--	66
IV.	6	1	11-6	73	--	87	--	--	--	72	91	80	--	--	--	80
	6	2	12-7	62	--	59	--	--	--	60	65	80	--	--	--	65
	5	1	11-7	69	--	79	--	--	--	75	69	79	--	--	--	74
	5	2	11-9	59	--	67	--	--	--	71	71	74	--	--	--	68
III.	4	1	10-5	67	--	63	--	--	--	68	74	76	--	--	--	69
	4	2	10-8	55	--	48	--	--	--	69	53	74	--	--	--	59
	3	1	10-4	71	--	70	--	--	--	59	83	88	--	--	--	74
	3	2	10-3	53	--	57	--	--	--	56	64	72	--	--	--	60
II.	2	1	9-8	62	--	74	--	--	--	70	88	82	--	--	--	75
	2	2	9-9	60	--	--	--	--	--	67	68	78	--	--	--	68
	1	1	9-2	62	--	--	--	--	--	76	68	80	--	--	--	71
	1	2	9-9	57	--	--	--	--	--	76	67	80	--	--	--	70
Washington Br.																
I.	I	1	7-0	93	--	--	--	--	--	90	86	85	--	--	--	88
	I	2	6-6	68	--	--	--	--	--	75	76	73	--	--	--	73
	I	3	6-1	49	--	--	--	--	--	72	83	55	--	--	--	64
West St. School.																
III.	4	1	9-4	86	--	--	--	--	--	73	94	80	--	--	--	83
	4	2	8-8	68	--	--	--	--	--	74	92	70	--	--	--	76
II.	3	1	7-11	88	--	--	--	--	--	78	100	80	--	--	--	86
	3	2	8-6	88	--	--	--	--	--	72	99	80	--	--	--	84
I.	2	1	8-1	73	--	--	--	--	--	70	84	75	--	--	--	75
	2	2	7-5	82	--	--	--	--	--	63	87	75	--	--	--	76
	2	3	7-0	69	--	--	--	--	--	52	65	77	--	--	--	65
	1	1	6-4	67	--	--	--	--	--	80	86	71	--	--	--	76
	1	2	5-11	71	--	--	--	--	--	73	86	70	--	--	--	75
	1	3	5-7	69	--	--	--	--	--	68	80	70	--	--	--	71

Carlisle St. Sch.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLASS.														
III.	4	1	8-9	60	--	--	--	--	--	68	86	74	--	--	--	72
	4	2	8-10	63	--	--	--	--	--	71	84	76	--	--	--	73
II.	3	1	8-6	68	--	--	--	--	--	71	87	76	--	--	--	75
	3	2	8-4	53	--	--	--	--	--	61	93	74	--	--	--	70
	2	1	7-8	71	--	--	--	--	--	71	81	86	--	--	--	77
	2	2	7-5	71	--	--	--	--	--	65	88	78	--	--	--	75
I.	2	3	7-0	55	--	--	--	--	--	56	71	77	--	--	--	65
	1	1	6-9	67	--	--	--	--	--	85	94	88	--	--	--	83
	1	2	6-6	52	--	--	--	--	--	75	74	75	--	--	--	69
	1	3	6-2	70	--	--	--	--	--	63	80	61	--	--	--	68
City Point School.																
II.	1	1	9-5	89	--	--	--	--	--	77	97	73	--	--	--	84
	1	2	8-0	67	--	--	--	--	--	68	75	68	--	--	--	69
	1	3	7-4	73	--	--	--	--	--	57	80	68	--	--	--	69
I.	1	4	6-5	80	--	--	--	--	--	73	70	70	--	--	--	73
	1	5	6-0	72	--	--	--	--	--	62	84	75	--	--	--	73
	1	6	6-5	20	--	--	--	--	--	40	54	62	--	--	--	44
Cedar Street Training School.																
VI.	8	1	12-11	40	--	63	--	--	--	65	64	73	--	--	--	61
V.	8	2	12-6	61	--	62	--	--	58	70	74	73	--	--	--	66
IV.	7	1	12-2	70	--	71	--	--	--	72	79	73	--	--	--	73
	7	2	10-11	59	--	76	--	--	--	76	79	72	--	--	--	72
	6	1	11-3	56	--	71	--	--	--	71	76	72	--	--	--	69
	6	2	10-7	44	--	67	--	--	--	68	56	69	--	--	--	60
III.	5	1	10-8	71	--	--	--	--	--	72	65	76	--	--	--	71
	5	2	10-3	67	--	--	--	--	--	67	60	75	--	--	--	67
	4	1	9-1	81	--	--	--	--	--	76	84	75	--	--	--	79
II.	4	2	9-5	79	--	--	--	--	--	73	81	72	--	--	--	76
	3	1	9-0	71	--	--	--	--	--	75	72	76	--	--	--	73
	3	2	8-0	62	--	--	--	--	--	78	50	74	--	--	--	66
I.	2	1	7-0	68	--	--	--	--	--	67	69	76	--	--	--	70
	2	2	7-3	74	--	--	--	--	--	70	75	74	--	--	--	73
	1	1	7-2	80	--	--	--	--	--	68	81	78	--	--	--	76
	1	2	6-8	86	--	--	--	--	--	78	91	74	--	--	--	82
	1	3	6-2	68	--	--	--	--	--	69	80	55	--	--	--	68

Woolsey School.			Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
GRADE.	ROOM.	CLASS.														
VII.	12	2	14-2	90	88	87	--	--	--	91	69	81	--	--	--	84
	12	3	14-1	81	--	85	--	--	--	88	74	75	--	--	--	82
VI.	11	1	14-11	67	--	72	--	--	81	88	88	75	--	--	--	78
	11	2	13-10	56	--	70	--	62	--	90	82	80	--	--	--	73
	10	1	13-5	47	--	74	--	--	65	92	73	74	--	--	--	70
	10	2	12-11	58	--	76	--	--	69	90	77	71	--	--	--	73
V.	9	1	11-11	73	--	86	--	--	60	86	84	68	--	--	--	76
	9	2	12-6	61	--	83	--	--	--	84	71	63	--	--	--	72
	8	1	11-6	50	--	86	--	--	--	92	84	82	--	--	--	78
IV.	8	2	11-3	46	--	84	--	--	--	85	78	80	--	--	--	74
	7	1	11-1	76	--	88	--	--	--	90	95	70	--	--	--	83
	7	2	11-3	69	--	77	--	--	--	88	83	64	--	--	--	76
	6	1	10-6	82	--	70	--	--	--	82	75	87	--	--	--	79
	6	2	9-5	79	--	66	--	--	--	85	70	87	--	--	--	77
III.	5	1	9-4	86	--	--	--	--	--	90	84	86	--	--	--	86
	5	2	9-3	84	--	--	--	--	--	88	83	88	--	--	--	85
II.	4	1	8-8	91	--	--	--	--	--	82	86	83	--	--	--	85
	4	2	7-10	87	--	--	--	--	--	91	77	86	--	--	--	85
	4	3	8-5	80	--	--	--	--	--	85	87	86	--	--	--	84
	3	1	6-11	91	--	--	--	--	--	92	99	90	--	--	--	93
	3	2	7-11	87	--	--	--	--	--	92	95	89	--	--	--	90
I.	3	3	7-4	83	--	--	--	--	--	90	97	89	--	--	--	89
	2	1	6-11	92	--	--	--	--	--	87	81	90	--	--	--	87
	2	2	7-3	92	--	--	--	--	--	88	95	89	--	--	--	91
	2	3	6-7	87	--	--	--	--	--	79	93	89	--	--	--	87
	1	1	6-2	94	--	--	--	--	--	93	98	90	--	--	--	93
	1	2	6-0	85	--	--	--	--	--	90	100	92	--	--	--	91
	1	3	6-1	91	--	--	--	--	--	85	94	89	--	--	--	89
Grand St. School.																
V.	8	1	12-10	80	--	81	--	--	--	91	84	84	--	--	--	84
	8	2	12-4	75	--	83	--	--	--	89	80	82	--	--	--	81
	7	1	12-1	85	--	87	--	--	--	92	94	84	--	--	--	88
IV.	7	2	10-0	85	--	90	--	--	--	90	84	81	--	--	--	86
	4	1	10-10	89	--	93	--	--	--	89	93	94	--	--	--	91
III.	4	2	9-11	91	--	91	--	--	--	91	94	91	--	--	--	91
	3	1	9-1	93	--	--	--	--	--	94	95	89	--	--	--	92
II.	3	2	8-2	88	--	--	--	--	--	90	94	85	--	--	--	89
	2	2	7-8	97	--	--	--	--	--	97	98	86	--	--	--	94
	2	1	8-6	90	--	--	--	--	--	98	94	89	--	--	--	92
I.	2	3	7-6	96	--	--	--	--	--	98	99	83	--	--	--	94
	1	2	6-8	94	--	--	--	--	--	94	100	91	--	--	--	94
	1	2	6-7	97	--	--	--	--	--	89	99	91	--	--	--	94
	1	3	6-1	91	--	--	--	--	--	90	99	87	--	--	--	91

TABLES ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absences or Tardiness.				No. Trans-actn.	No. Ap- p. M.	Teachers.		
			Boys.		Girls.		No. R.	Av. R.	Boys.		Girls.					D. Att.	Per ct.	Boys.				Girls.		All.
HILLHOUSE	7	91	27	61	88	72.1	15.8	54.	69.8	96.8	934	47	247	78	57	30	8	17.4	---					
	6	48	8	34	42	38.4	7.1	29.6	36.7	95.6	644	8	310	117	96	---	---	16.5	---					
	5	48	25	19	44	39	20.5	17.3	37.8	96.9	471	14	258	207	145	1	2	16.5	3					
	4	48	52	53	105	32.3	16.1	14.9	31.	96.	497	11	266	226	151	1	4	15.8	4					
	3	48	32	40	72	30.9	11.8	18.	29.8	96.4	417	9	256	212	141	---	---	15.10	7					
HIGH SCHOOL,---	2	48	34	20	54	26.2	16.9	8.1	25.	95.4	460	9	206	253	140	---	---	15.6	---					
	1	48	15	55	70	33.8	6.2	26.2	32.4	95.6	560	7	323	145	125	---	---	16.6	---					
TOTALS,-----	7	379	193	282	475	272.7	94.4	168.1	262.5	96.3	3983	105	1806	1238	855	2	6	16.3	44					

WEBSTER DISTRICT.

WEBSTER SCH.,---	12	60	30	34	64	57.9	26.	29.1	55.1	95.2	1116	2	135	96	35	4	9	14.11	7	19
	11	49	33	26	59	48.6	27.3	19.8	47.1	96.9	1	589	1	137	207	100	1	13.9	---	2
	10	49	31	23	54	47.1	26.6	18.9	45.5	96.7	1	637	15	150	213	87	2	13.6	8	1
	9	49	34	28	62	47.7	23.8	21.7	45.5	95.4	886	11	131	130	43	4	5	12.4	---	8
	8	50	31	27	58	48.7	25.1	21.5	46.6	95.3	885	9	117	133	34	---	---	11.10	53	1
	7	48	42	32	74	49.1	28.3	18.6	46.9	95.5	880	18	126	139	54	3	4	11.80	277	2
	6	49	43	35	78	50.7	24.7	23.1	47.8	94.3	1141	19	116	62	22	2	5	10.10	10	1
	5	49	33	28	61	50.7	27.5	20.6	48.1	94.9	1	137	30	181	81	37	3	10.5	10	---
	4	49	42	25	67	50.1	30.	17.5	47.5	94.8	1	1056	40	81	139	34	2	9.5	---	4
	3	51	38	33	71	50.2	26.6	20.9	47.5	94.6	2	1061	18	116	114	37	1	8.7	2	2
TOTALS, -----	2	50	37	36	73	50.2	25.4	22.0	47.4	94.4	1095	30	103	105	48	2	2	7.10	---	2
	1	49	50	43	93	50.3	28.6	19.3	47.9	95.2	972	31	118	147	49	---	---	6.9	18	---
TOTALS, -----	12	602	444	370	814	601.5	319.9	253.0	572.9	95.3	11365	224	1518	1556	580	24	38	11.0	385	42

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Trans-act.	Av. Age Y. M.	Teachers.	
			Boys.		No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.	Girls.				All.	Ab.	Tardy.				
OAK STREET SCHOOL,-----	4	50	31	27	58	48.6	23.6	22.6	46.2	95.1	---	932	22	130	134	43	4	7	10.5	---	---	
	3	55	46	18	64	46.9	33.7	12.4	43.9	93.7	1	1166	88	68	132	31	3	7	8.11	---	---	
	2	50	25	37	62	45.1	17.1	25.8	42.9	95.1	1	882	46	214	108	67	2	3	7.4	---	5	
	1	50	54	42	96	47.4	27.0	17.8	41.8	94.5	---	1038	48	76	174	46	2	4	5.7	84	15	
TOTALS,-----	4	205	156	124	280	188.0	99.2	78.6	177.8	94.6	2	4018	204	488	548	187	11	21	8.1	84	21	
GEORGE ST. SCHOOL, -----	1	50	43	38	81	41.1	20.8	17.6	38.4	93.4	---	893	99	58	77	27	---	---	6.5	---	---	
WHITING ST. UNGRADED SCH.,	1	49	146	-----	146	40.2	37.8	-----	37.8	94.	15	969	176	32	-----	32	64	163	12.4	---	---	

EATON DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

EATON SCHOOL..	12	58	33	27	60	48.5	21.5	24.6	46.1	95.1	2	995	13	152	162	89	4	16	14.9	---	---	6
	11	50	36	26	62	43.4	25.7	15.6	41.3	95.2	1	878	55	115	168	74	1	3	13.10	11	---	1
	10	46	39	26	65	41.9	22.7	17.	39.7	94.7	---	897	16	132	120	42	1	2	13.3	---	---	6
	9	50	27	29	56	41.6	20.9	18.8	39.7	95.4	---	702	45	162	178	83	1	1	13.4	2	---	8
	8	54	39	22	61	49.5	31.8	15.3	47.1	95.2	---	959	40	97	157	42	2	2	12.0	---	---	1
	7	56	37	21	61	48.8	25.7	20.2	45.9	94.1	---	1163	15	81	85	33	---	---	11.0	8	---	---
	6	63	41	37	78	57.2	29.3	24.9	54.2	94.8	---	1187	22	110	91	50	4	4	11.0	6	3	---
	5	63	45	33	78	58.3	31.1	23.7	54.8	94.	---	1411	76	87	57	11	---	---	10.11	21	20	---
	4	57	31	41	72	56.1	22.9	30.	52.9	94.3	---	1285	48	124	65	30	6	9	8.10	3	2	---
	3	53	33	36	69	53.3	21.1	28.8	49.9	93.6	---	1346	84	146	46	25	---	---	8.4	---	---	---
	2	92	66	36	102	81.	48.1	27.4	75.5	93.2	---	2216	146	32	67	4	---	---	7.5	172	---	---
	1	84	76	74	150	74.8	36.0	32.9	68.9	92.1	---	2366	236	30	22	6	3	3	6.5	2	---	---
TOTALS,	12	726	503	411	914	654.4	336.8	279.2	616.0	94.1	3	15465	796	1268	1218	489	22	40	10.11	225	47	---

WOOSTER DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Attendance or Tardiness.			No. Transcients.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.		Boys.				Girls.	All.	Ab.			Tardy.	
WOOSTER SCHOOL,-----	12	48	27	37	64	43.1	18.2	23.4	41.6	96.5	---	615	3	219	215	135	---	0	14.3	2	2	
	11	50	31	15	46	33.	20.9	11.	31.9	96.7	1	439	5	234	250	147	1	2	13.6	14	1	
	10	51	53	31	84	47.2	25.3	20.5	45.8	97.	1	583	12	169	209	128	6	17	12.10	7	1	
	9	51	42	34	76	45.5	22.6	20.4	43.	93.9	3	1126	38	72	102	18	11	40	12.3	27	1	
	8	51	36	27	63	48.	27.7	18.6	46.3	96.5	---	677	38	213	143	73	2	9	11.6	---	---	
	7	52	44	37	81	48.6	23.0	23.2	46.2	95.1	---	945	25	161	107	62	4	6	10.8	---	---	
	6	50	36	38	74	47.	24.5	20.3	44.8	95.3	3	885	56	131	119	28	8	21	10.11	10	1	
	5	51	40	31	71	45.6	26.	18.1	44.1	96.7	3	611	49	168	194	86	11	18	9.5	1	4	
	4	51	43	27	70	49.5	29.1	18.1	47.2	95.4	2	919	36	111	142	45	9	19	8.8	---	---	
	3	50	34	35	69	47.7	23.	22.1	45.1	94.6	1	1014	25	120	127	33	7	7	7.4	4	---	
2	51	35	29	64	42.4	21.5	18.4	39.9	94.1	2	1028	80	87	167	37	15	25	6.11	21	4		
1	50	63	41	104	47.3	27.9	17.1	45.	95.1	---	922	85	108	185	57	1	5	5.9	---	---		
TOTALS, -----	12	606	484	382	866	545.2	289.7	231.2	520.9	95.5	16	9764	4521	796	1960	849	75	169	10.4	79	22	
HAMILTON SCHOOL,-----	12	44	19	22	41	30.8	14.4	14.9	29.3	95.1	---	558	35	171	134	72	2	7	13.5	3	3	
	11	44	21	29	50	39.9	17.	21.8	38.8	97.2	1	468	23	241	224	166	6	8	12.1	---	---	
	10	44	13	34	47	43.2	12.	30.5	42.5	98.4	---	274	21	318	230	199	---	---	11.5	11	---	
	9	48	23	32	55	42.8	16.4	25.1	41.5	97.	---	513	7	260	186	135	---	---	11.2	4	---	
	8	50	29	30	59	48.	23.6	23.2	46.8	97.5	---	486	25	229	213	135	3	3	10.6	2	1	
	7	50	25	34	59	49.2	21.1	27.0	48.1	97.8	---	440	26	253	209	172	1	3	9.4	2	---	
	6	50	22	30	52	49.6	20.6	26.9	47.5	95.8	---	859	29	167	102	48	6	23	8.9	---	---	
	5	50	28	25	53	48.6	24.	22.6	46.6	95.9	1	816	11	150	157	65	5	11	8.9	2	2	
	4	46	23	31	54	42.5	17.8	22.2	40.	94.1	1	996	40	142	141	45	9	23	8.4	2	6	
	3	51	36	24	60	49.4	28.5	18.2	46.7	94.5	---	1082	41	89	133	42	2	4	7.4	3	1	
	2	51	30	25	55	50.	26.3	21.3	47.6	95.2	1	986	32	138	164	64	8	16	7.2	2	2	
	1 1/2	60	53	34	87	56.2	32.3	18.4	50.7	90.2	---	2197	45	24	54	6	4	6	6.4	4	5	
	1	60	42	32	74	59.9	34.7	22.4	57.1	95.3	---	1119	39	127	121	75	1	1	6.2	42	1	
TOTALS, -----	13	648	364	382	746	610.1	288.7	294.5	583.2	95.6	4	10794	3741	2309	2068	1224	47	105	10.1	77	25	

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.													No. Transferred.	No. Absences.	No. Tardy.	No. half days without Attendance or Tardiness.				No. Trans-act.	Av. Age. Y. M.	Teachers.	
			Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.				Girls.		All.	Ab.			Tardy.	
			No. R.	Av. R.	No. R.	Av. R.	No. R.	Av. R.	No. R.	Av. R.	No. R.	Av. R.	No. R.	Av. R.	No. R.				Av. R.	No. R.						Av. R.
FAIR STREET TRAINING SCH.,---	4	44	23	46	23	46	34.9	18.2	15.4	33.6	96.3	3	519	28	266	187	138	1	1	11.3	132	6				
	3	50	28	31	23	39.6	17.1	20.9	38.	96.	1	662	29	207	163	108	2	2	10.3	93	2					
	2	50	29	38	67	40.3	18.6	19.6	38.2	94.8	2	867	23	189	133	82	5	8	8.3	89	1					
	1	50	43	36	79	38.1	20.7	14.9	35.6	93.4	2	1014	71	105	139	56	2	2	6.4	127	12					
TOTALS, -----	4	194	123	243	120	243	152.9	74.6	70.8	145.4	95.1	8	3062	151	767	622	384	10	13	9.0	441	21				
GERMAN-ENG. SCHOOL, -----	2	60	34	23	57	54.1	29.5	22.3	51.8	95.7	----	924	58	126	144	63	4	9	8.9	1	----					
	1	50	100	76	176	48.	26.7	18.2	44.9	93.4	----	1254	83	85	145	43	3	5	6.6	----	1					
TOTALS, -----	2	110	134	99	233	102.1	56.2	40.5	96.7	94.7	----	2178	141	211	289	106	7	14	7.8	1	1					
FAIR ST. UNGRADED SCH.,	2	98	71	40	111	71.3	35.8	26.9	62.7	86.5	7	3443	416	7	9	7	16	24	9.6	----	1					

D W I G H T D I S T R I C T.

Table Showing the Attendance, &c., in each Room of all the Schools.

DWIGHT SCHOOL,	12	46	14	36	50	44.9	16.8	26.6	43.4	96.7	----	596	8	278	143	114	----	----	15.1	38	3
	11	46	25	29	54	44.7	22.5	21.4	43.9	98.2	----	307	3	299	269	206	----	----	14.4	----	----
	10	50	33	30	63	48.2	23.2	22.7	45.9	95.2	----	919	22	157	117	55	----	----	14.0	----	----
	9	50	25	30	55	49.8	22.1	26.6	48.7	97.8	----	426	3	272	221	157	----	----	12.8	1	4
	8	54	49	33	82	55.3	32.4	21.3	53.7	97.2	----	623	7	213	199	115	----	----	12.8	----	7
	7	53	31	39	70	51.6	27.8	21.3	49.1	95.2	----	1002	25	119	137	51	----	----	12.0	----	----
	6	50	34	36	70	50.3	21.8	26.4	48.3	96.	----	797	8	169	134	76	1	1	11.3	----	----
	5	60	39	34	73	59.	32.8	22.9	55.7	94.4	1	1290	28	92	92	21	4	4	10.10	----	----
	4	50	35	26	61	47.8	28.	17.6	45.6	95.4	----	882	26	125	154	59	1	1	9.1	2	7
	3	50	34	30	64	49.5	26.2	20.7	46.9	94.7	----	1032	21	108	125	43	2	2	8.3	----	----
	2	50	36	31	67	49.1	23.6	22.6	46.2	94.1	----	1148	20	155	98	53	----	----	7.0	----	----
	1	50	53	54	107	49.6	24.2	21.2	45.4	91.5	----	1667	35	88	96	36	----	----	5.6	20	----
TOTALS, -----	12	609	408	408	816	599.8	301.4	271.3	572.8	95.5	1	10679	206	2075	1785	989	8	8	11.1	61	22

D W I G H T D I S T R I C T-Continued.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Emis.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Trans-acts.	Ar. Age. Y. M.	Teachers.	
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Perct.	Boys.	Girls.				All.	Ab.	Tardy.				
DIXWELL AV. SCHOOL,-----	7	48	24	30	54	43.9	17.8	24.5	42.3	96.4	---	646	90	155	180	68	1	1	11.6	---	3	
	6	49	34	28	62	46.5	26.6	17.7	44.3	95.3	1	869	29	113	170	60	1	1	10.9	---	---	
	5	48	36	27	63	47.5	23.9	22.3	46.2	97.3	3	537	44	197	228	123	4	4	10.0	6	---	
	4	50	31	35	66	49.5	21.8	25.6	47.1	95.8	1	851	88	165	137	74	---	---	9.6	29	---	
	3	54	40	36	76	53.5	27.9	24.7	52.6	98.3	---	353	72	293	298	270	1	1	8.1	---	---	
	2	42	24	25	49	36.8	17.6	17.2	34.8	94.6	---	805	83	159	151	57	1	3	7.7	---	1	
TOTALS,-----	7	345	248	234	482	326.3	161.4	151.5	312.9	95.9	5	5355	618	1177	1262	688	9	11	9.1	35	4	
DIVISION ST. SCHOOL,-----	6	50	18	6	24	48.4	23.9	22.9	46.8	96.4	---	589	21	96	114	49	---	---	12.6	---	1	
	5	50	44	44	88	51.7	26.5	22.8	49.3	95.4	---	971	50	119	159	58	1	2	11.8	---	---	
	4	53	55	36	91	52.4	31.5	17.9	40.4	94.3	---	1193	47	106	151	48	1	1	9.2	---	1	
	3	56	32	48	80	52.3	22.7	25.7	48.4	92.5	---	1540	76	122	91	46	---	---	8.9	---	2	
	2	55	32	27	59	45.1	23.4	17.8	41.2	91.4	---	272	16	20	10	4	---	---	7.7	---	3	
	1	55	59	52	111	46.8	25.7	18.	43.7	93.4	---	1230	43	104	173	58	1	1	6.5	---	1	
TOTALS,-----	6	319	240	213	453	296.7	153.7	125.1	278.8	94.	---	5795	253	567	698	263	3	4	9.4	---	8	
ORPHAN ASY. SCHOOL,-----	2	60	43	24	67	58.5	39.4	18.7	58.1	99.3	---	125	3	351	381	351	---	---	9.8	---	2	
	1	54	47	24	71	50.5	32.8	17.3	50.1	99.2	---	105	3	349	360	336	---	---	7.2	---	0	
TOTALS,-----	2	114	90	48	138	109.0	72.2	36.0	108.2	99.3	---	230	6	700	741	687	---	---	8.5	---	2	

SKINNER DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absent.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Abs.	Per ct.	Boys.	Girls.				All.	Ab.	Tardy.				
SKINNER SCHOOL, -----	12	51	22	30	52	46.5	17.7	27.0	44.7	96.1	716	41	196	138	75	-----	-----	14.6	1	3		
	11	51	33	28	61	49.8	25.7	21.6	47.3	95.	2	986	48	89	143	55	7	10	13.9	-----		
	10	51	39	21	60	48.6	29.7	16.6	46.3	95.3	3	937	31	75	173	42	8	20	13.	-----		
	9	51	32	23	55	49.7	26.7	20.6	47.3	95.2	2	971	30	119	147	50	3	3	12.6	-----		
	8	51	44	23	67	49.5	28.1	19.3	47.4	95.8	2	827	54	107	185	43	9	14	11.8	-----		
	7	51	31	37	68	48.9	20.5	25.5	46.0	94.1	4	1135	63	91	85	23	15	30	11.5	2	3	
	6	51	38	41	79	49.4	23.2	23.7	46.9	94.9	1	986	55	124	98	26	2	5	11.1	-----		
	5	51	39	44	83	49.5	21.0	26.	47.	95.1	1	1016	58	143	75	45	11	18	10.4	2	2	
	4	51	40	30	70	50.2	28.8	18.8	47.6	94.8	2	1051	73	86	107	21	11	15	9.4	-----		
	3	51	31	36	67	52.2	23.7	25.1	48.8	93.5	-----	1342	90	119	61	21	7	10	8.5	2	1	
	2	51	31	26	57	50.5	26.5	21.6	48.1	95.2	-----	955	54	142	119	56	5	13	7.2	5	-----	
	1	51	34	32	66	49.1	23.3	21.9	45.2	92.1	-----	1551	105	57	72	19	3	6	6.6	5	3	
TOTALS, -----	12	612	414	371	785	593.9	294.9	267.7	562.6	94.7	17	12473	702	1348	1393	476	81	144	10.16	17	36	
EDWARDS ST. SCHOOL, -----	4	55	31	34	65	49.2	22.5	24.6	47.1	95.7	-----	844	13	146	191	79	1	1	10.2	3	-----	
	3	58	33	31	64	53.6	26.5	24.3	50.8	94.8	-----	1142	33	189	63	40	1	1	8.10	5	2	
	2	56	41	39	80	52.9	27.3	23.3	50.6	95.7	2	932	93	175	158	79	2	2	7.9	24	8	
	1	57	64	54	118	53.7	28.9	21.7	50.6	94.2	8	1224	62	156	108	31	-----	-----	6.4	14	3	
TOTALS, -----	4	226	169	158	327	209.4	105.2	93.9	199.1	95.1	10	4142	201	636	520	229	4	4	8.3	46	13	
STATE ST. SCHOOL, -----	1	53	63	54	117	42.	22.9	16.6	39.5	93.9	-----	959	26	162	162	50	2	6	5.9	3	2	

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Trans-acts.	No. Av. Age. Y. M.	Teachers.	
			Boys.		Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.				Girls.	All.	Ab.			Tard	
WASHINGTON SCHOOL.	12	50	24	27	51	45.3	20.9	22.6	43.5	96.	742	5	189	117	73	---	14.6	3	4			
	11	51	25	29	54	49.	23.8	23.5	47.3	96.5	692	8	212	167	95	3	14.0	---	1			
	10	53	31	29	60	47.7	24.2	21.2	45.4	95.2	896	9	138	131	52	4	13.4	---	---			
	9	53	31	25	56	49.4	24.1	23.2	47.3	95.8	4	855	14	158	135	65	3	13.1	14	1		
	8	52	34	36	70	50.2	23.5	24.6	48.1	95.8	851	11	180	135	62	3	12.4	6	---			
	7	50	20	35	64	49.4	22.4	24.6	47.	95.1	882	12	141	116	47	3	11.10	---	---			
	6	51	31	29	60	48.8	24.8	21.1	45.9	94.1	2	1150	19	128	87	28	3	5	11.11	---		
	5	51	25	33	58	48.9	23.3	23.3	46.6	95.3	2	931	13	138	120	43	6	4	10.9	---		
	4	51	32	24	56	49.5	26.5	20.6	47.1	95.2	---	8	134	92	34	2	2	10.6	18	---		
	3	51	36	25	61	49.6	27.2	20.1	47.3	95.4	---	31	114	143	47	9	16	10.2	2	2		
	2	51	34	30	64	48.9	25.8	20.8	46.6	95.3	2	921	25	139	140	53	6	7	9.4	49	3	
	1	51	30	30	60	48.	24.2	21.8	46.	95.8	1	836	17	137	134	58	4	9	9.2	5	1	
TOTALS.	12	615	362	352	714	584.7	290.7	267.4	558.1	195.5	11	10773	172	1808	1517	657	11.9	103	12	---	---	
WEST ST. SCHOOL.	4	55	40	19	59	50.	32.	16.6	48.6	97.2	---	33	150	274	112	1	8.7	---	1	---	---	
	3	55	29	36	65	47.3	20.7	24.4	45.1	95.4	---	40	161	157	103	8	19	7.10	4	3	---	
	2	55	41	23	64	49.6	29.6	17.8	47.4	95.6	---	63	144	173	68	4	4	6.11	---	---	---	
	1	55	51	57	108	50.1	21.3	27.	48.3	96.4	---	46	215	161	106	---	---	5.8	---	---	---	
	TOTALS.	4	220	161	135	296	197.0	103.6	85.8	180.4	96.1	---	182	670	765	389	13	24	7.3	4	4	---

WASHINGTON DISTRICT-Continued.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Trans-acts.	No. Trans-acts.	Av. Abs. Y. M.	Teachers.		
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Abs.	Per ct.	Boys.	Girls.				All.	Boys.	Girls.				All.	Ab.	Tardy.
CARLISLE ST. SCHOOL,-----	4	51	37	27	64	48.	28.	18.	46.	95.8	1	795	39	153	173	84	10	13	8.8	4	---			
	3	51	33	29	62	46.3	26.	18.4	44.4	95.0	---	771	30	178	212	109	2	3	7.8	2	---			
	2	50	38	36	74	47.4	24.7	20.6	45.3	95.6	---	873	46	143	164	73	1	1	6.11	4	---			
	1	50	56	63	119	45.5	20.7	22.7	43.4	95.4	---	853	51	190	103	101	---	---	6.0	---	---			
TOTALS,-----	4	202	164	155	319	187.2	99.4	79.7	179.1	95.7	1	3202	166	664	712	367	13	17	7.4	10	---			
CITY POINT SCHOOL,-----	1	31	21	21	42	26.1	13.8	10.7	24.5	93.9	---	421	65	145	135	89	---	---	7.6	1	---			
WASHINGTON BRANCH SCHOOL, BASEMENT.	1	50	33	24	57	46.7	24.2	18.3	42.5	92.8	---	803	37	58	83	18	---	---	6.1	6	---			
*GREENWICH AV. SCHOOL,-----	4	50	33	27	60	47.9	27.1	18.6	45.7	95.4	---	178	5	43	27	22	2	2	9.9	---	---			
	3	50	31	30	61	49.	22.8	24.7	47.5	96.9	---	120	0	37	47	29	1	1	8.11	---	---			
	2	50	29	30	59	45.1	23.1	19.9	43.0	95.3	---	171	2	34	39	20	2	2	7.1	---	---			
	1	50	17	17	34	47.5	25.5	19.8	45.3	95.4	---	177	5	31	36	22	---	---	6.10	6	---			
TOTALS,-----	4	200	110	104	214	189.5	98.5	83.0	181.5	95.8	---	646	12	148	149	93	5	5	8.2	6	---			
CEDAR STREET TRAINING SCH.,---	8	48	38	15	53	42.8	30.1	11.	41.1	96.	1	686	37	157	249	104	2	2	12.7	5	11			
	7	48	33	25	58	41.2	18.6	19.4	38.	92.5	4	1259	59	141	68	36	3	3	11.6	11	3			
	6	50	39	33	72	47.6	23.4	20.4	43.8	92.	2	1533	66	81	57	13	7	7	10.8	50	11			
	5	48	36	31	67	46.8	22.4	21.5	43.9	93.8	5	1160	88	119	93	42	4	5	9.10	6	6			
	4	50	33	31	64	47.	22.9	20.9	43.8	93.2	2	1261	74	121	85	33	6	7	9.0	35	3			
	3	55	34	35	69	52.3	24.5	24.5	49.	93.9	---	1314	84	125	53	20	3	3	8.1	48	4			
	2	56	38	32	70	51.5	25.4	22.9	48.3	93.8	1	1266	116	106	95	33	2	2	7.1	3	4			
	1	56	67	48	115	52.8	28.3	21.2	49.5	93.8	1	1366	187	59	107	20	4	4	6.4	5	6			
TOTALS,-----	8	411	318	250	568	382.0	195.6	161.8	357.4	93.6	16	9845	711	912	807	301	31	33	9.5	163	48			

* Occupied Summer Term, 1897.

WOOLSEY DISTRICT.

Table Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	NO. REGISTERED.										No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absences or Tardiness.				No. Truants.	No. Avg. Age.	Teachers.	
			Boys.	Girls.	No. R.	Av. R.	Boys.	Girls.	D. Att.	Per ct.	Boys.	Girls.				All.	Boys.	Girls.	All.			Ab.	Tardy.
WOOLSEY SCHOOL.	12	50	26	25	51	40.8	20.1	19.5	39.6	97.1	458	14	250	269	181	---	---	---	14.8	12	9		
	11	52	35	31	56	44.4	18.2	25.2	43.4	97.7	3	382	11	244	303	194	---	---	13.11	---	4		
	10	51	36	36	72	47.8	24.1	22.7	46.8	97.9	2	401	45	233	261	158	---	---	12.10	---	4		
	9	50	34	27	61	46.0	25.5	19.2	44.7	97.2	5	556	52	212	212	126	---	---	12.5	---	---		
	8	50	36	24	60	47.7	26.4	19.6	40.0	96.4	1	686	59	172	190	76	5	6	11.4	---	10		
	7	50	29	32	61	46.9	23.1	22.2	45.3	96.6	4	670	85	196	189	107	8	12	10.8	---	20		
	6	56	37	32	69	53.3	27.9	23.8	51.7	97.	3	633	70	194	184	112	5	6	9.11	1	15		
	5	56	44	30	74	53.7	30.9	21.2	52.1	97.	1	631	36	157	227	97	4	5	9.0	6	2		
	4	55	28	42	70	53.9	22.9	20.1	52.0	96.5	---	736	47	207	154	105	4	6	8.2	1	18		
	3	55	32	31	63	50.9	23.7	25.7	49.4	97.1	---	614	45	226	182	131	2	2	7.3	---	20		
2	55	33	42	75	48.3	21.8	24.3	46.0	95.3	---	931	60	151	161	81	2	2	6.9	---	---			
1	55	68	56	124	47.1	24.2	20.8	45.0	95.5	---	850	24	235	177	126	1	1	5.6	5	4			
TOTALS.			428	408	836	580.8	288.8	273.3	562.0	96.8	19	7548	548	2477	2509	1496	31	40	10.2	25	106		
GRAND ST. SCHOOL.	8	50	26	31	57	44.2	18.1	24.5	42.6	96.4	3	649	56	230	239	168	4	5	12.7	---	1		
	7	50	26	28	54	43.4	20.8	21.5	42.3	97.5	---	463	30	246	252	171	5	6	11.2	---	1		
	4	50	27	41	68	47.8	18.1	27.6	45.7	95.6	1	832	43	239	119	85	1	2	10.2	1	6		
	3	52	29	26	55	44.7	23.0	19.9	42.9	96.	1	703	23	204	204	122	2	2	8.8	1	5		
	2	54	33	33	66	44.5	21.5	20.8	42.3	95.1	1	884	30	169	153	90	3	2	7.6	16	12		
	1	64	51	44	95	43.9	24.6	17.4	42.	95.7	---	776	30	170	192	102	---	---	6.3	---	7		
TOTALS.			192	203	395	268.5	126.1	131.7	257.8	96.0	6	4307	212	1258	1159	738	15	17	9.5	18	32		
UNGRADED SCHOOL.			1	54	57	20.3	17.9	-----	17.9	88.2	---	977	84	58	---	---	---	---	12.3	---	---		

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Table Showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	No. of Pupils in School.	No. of Pupils in School.	No. Registered.		Average Daily Attendance.		Per cent. Attended.	No. Transferred.	No. Absences.	No. tardy.	No. half days without Absence.			No. Transferred.	No. Absent.	No. of Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.				Boys.	Girls.	All.			
High School,-----	13	7	379	282	475	272.7	168.1	66.3	2	393	105	1806	1238	855	2	6
Webster,-----	14	12	602	444	370	601.5	319.9	95.3	8	1135	224	1518	1556	580	24	38
Eaton,-----	14	12	726	503	411	654.4	336.8	94.1	9	1540	796	1268	1218	489	22	40
Woolsey,-----	14	12	606	484	382	605.2	289.7	95.5	16	976.4	452	1796	1960	849	75	169
Dwight,-----	14	12	609	408	408	599.8	301.4	95.5	1	1067.9	206	2075	1785	989	8	8
Skinner,-----	14	12	612	414	371	593.9	294.9	94.7	17	1247.3	702	1348	1393	476	81	144
Washington,-----	14	12	615	362	352	584.7	267.4	95.5	11	1077.3	172	1808	1517	657	46	77
Woolsey,-----	14	12	635	428	408	580.8	273.3	96.8	19	754.8	548	2477	2509	1496	31	40
Hamilton,-----	14	13	648	364	382	746	288.7	95.6	4	1079.4	374	2309	2068	1224	47	105
Cedar St. Training,-----	17	8	411	318	250	568	195.6	93.6	16	984.5	711	912	807	301	31	33
Fair St. Training,-----	9	4	194	123	120	152.9	74.6	95.1	8	308.2	151	767	622	381	10	13
Dixwell Av.,-----	8	7	345	248	234	482	161.4	94.6	5	535.5	618	1177	1262	688	9	11
Division St.,-----	7	6	319	240	213	453	153.7	94.6	6	4307	212	1258	1150	738	3	4
Grand St.,-----	6	6	320	192	203	395	126.1	96.6	2	4018	204	488	548	187	11	18
Oak St.,-----	4	4	205	156	124	188.	99.2	94.6	2	3054	182	670	765	389	13	24
West St.,-----	4	4	220	161	135	197.	103.6	96.1	1	3202	166	661	712	367	13	7
Carlisle St.,-----	4	4	202	164	155	319	99.4	95.7	1	4142	201	636	520	229	4	5
*Greenwich Av.,-----	4	4	200	110	104	189.5	98.5	95.8	10	2178	141	211	289	106	7	14
Edwards St.,-----	4	4	226	169	158	327	209.4	94.7	1	230	6	700	741	687	---	---
German-English,-----	2	2	110	134	99	102.1	56.2	99.3	---	803	99	58	77	27	---	---
Orphan Asylum,-----	2	2	114	90	48	138	72.2	99.3	---	959	26	162	162	50	2	6
George St.,-----	1	1	50	43	38	81	20.8	93.4	---	959	26	162	162	50	2	6
State St.,-----	1	1	53	63	54	117	42.	93.9	---	959	26	162	162	50	2	6
Whiting St. Ung.,-----	1	1	49	146	146	40.2	37.8	94.	15	969	176	32	32	32	64	163
Grand St. Ung.,-----	1	1	54	57	57	20.3	17.9	88.2	---	977	84	59	58	58	38	132
Fair St. Ungraded,-----	2	2	98	71	40	111	35.8	86.5	7	3443	416	7	9	7	16	24
*City Point,-----	---	---	---	---	---	---	---	---	---	421	65	145	135	89	---	---
*Washington Br.,-----	---	---	---	---	---	---	---	---	---	803	37	58	83	18	---	---
Totals for 1876-77,-----	202	165	8602	6085	5341	7866.6	3986.2	95.2	151	147233	7339	23123	23982	12328	577	1105
Totals for 1875-76,-----	197	158	8247	5629	5109	7428.3	3709.4	94.8	131	154124	7069	23741	21741	11192	674	1810
Totals for 1866-67,-----	101	91	4715	---	---	4487.	---	88.2	---	132365	8357	8280	7189	3153	316	616

* NOTE.—City Point and Washington Branch Schools continued through the Fall and Winter Terms, and then became a part of Greenwich Av. School, which was opened May 1st, 1877.

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. 1-8 days in 1874-5.			No. 1-8 days in 1875-6.			Years.
				All.	Boys.	Girls.	All.	Boys.	Girls.	
1	Dixwell,....	3	Nellie A. Peck,.....	270	293	298	271	241	280	4
2	Dwight,.....	11	Eruma S. Bernard,....	206	299	269	138	271	195	9
3	Hamilton,....	10	Celestine Wall,.....	199	318	230	184	295	204	6
4	Woolsey,....	11	Nellie B. Morse,.....	194	244	303	106	159	233	2
5	Woolsey,....	12	Maria L. Breen,.....	181	250	260	.....	.....	.....	.....
6	Hamilton,....	7	Gertrude Roach,.....	172	253	209	240	324	264	6
7	Grand St.,....	7	Mary J. Warren,.....	171	246	252	187	254	263	2
8	Grand St.,....	8	Mary Kilbride,.....	168	230	239	.....	.....	.....	.....
9	Hamilton,....	11	Rita Shea,.....	166	241	224	174	287	206	6
10	Woolsey,....	10	Lottie D. Butler,.....	158	233	261	113	193	201	2
11	Dwight,....	9	Clara I. Bradley,.....	157	272	221	101	188	176	2
12	High,.....	4	Elizabeth Cooper,.....	151	206	226	.....	.....	.....	5
13	Wooster,....	11	Annie E. Pigott,.....	147	234	250	104	209	186	2
14	High,.....	5	Mary C. Tuttle,.....	145	258	207	100	199	187	5
15	High,.....	3	Mary W. Storrs,.....	141	256	212	149	248	192	5
16	High,.....	2	Julia S. Stow,.....	140	206	253	124	253	193	2
17	Fair St. Tr.,..	4	Sarah A. Wilcox,.....	138	266	187	103	234	179	2
18	Hamilton,....	9	Arsenius Caden,.....	135	260	186	133	281	183	6
18	Hamilton,....	8	Clementine Kenney,...	135	229	213	177	268	238	6
18	Wooster,....	12	Almena A. Giddings,...	135	219	215	118	205	203	3
21	Woolsey,....	3	Emily M. DeForest,...	131	226	182	.....	.....	.....	.....
22	Wooster,....	10	Almira W. Brooks,...	128	169	209	.....	.....	.....	.....
22	Woolsey,....	1	Ella H. Clarke,.....	126	235	177	.....	.....	.....	.....
23	Woolsey,....	9	Fannie I. Bunce,.....	126	212	212	108	187	205	2
25	High,.....	1	Lucy R. Bliss,.....	125	323	145	111	243	166	2
26	Dixwell,....	5	Anna G. Kennedy,....	123	197	228	182	240	259	3
27	Grand,.....	3	Rosina Allan,.....	122	204	204	.....	.....	.....	.....
28	Dwight,....	8	Willia J. Gibson,.....	115	213	199	.....	.....	.....	.....
29	Dwight,....	12	Emma C. Brownell,....	114	278	143	135	322	171	9
30	West St.,....	4	Lucy A. F. Pinney,....	112	150	274	131	171	283	2
30	Woolsey,....	6	F. Isabel Swift,.....	112	194	184	.....	.....	.....	.....
32	Carlisle,....	3	Hattie Roemer,.....	109	178	212	.....	.....	.....	.....
33	Fair St. Tr.,..	3	Ida L. Henry,.....	108	207	163	115	188	189	2
34	Woolsey,....	7	Sarah J. Gibson,.....	107	196	189	.....	.....	.....	.....
35	West St.,....	1	Eva J. Phelps,.....	106	215	161	109	175	203	2
36	Woolsey,....	4	Ella A. Beach,.....	105	207	154	.....	.....	.....	.....
37	Cedar St.,....	8	Martha E. Chapman,...	104	157	249	112	213	182	3
38	West St.,....	3	Georgie S. Janes,....	103	161	157	.....	.....	.....	.....
39	Grand St.,....	1	Mary A. Pinney,.....	102	170	192	.....	.....	.....	.....
40	Carlisle St.,..	1	M. L. Livingston,....	101	190	163	.....	.....	.....	.....
41	Webster,....	11	Lucy A. Minor,.....	100	187	207	.....	.....	.....	.....

The figures under "years," right hand column, indicate the number of consecutive years in which the room has secured 100 half days, or more, of perfect attendance.

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

<p>No. 7. Anna P. Day, " William E. Baldwin, " George R. Ferguson, " Minnie E. Cassidy, " Gertrude M. Mann, " Luthera A. Mansfield, " Charlotte E. McCaffrey, " Lottie Thompson, " Seymour P. Bradley, " Gustave F. Gruener, " Herman H. Scharf, " Louis W. Stadtmüller. No. 6. Mary A. Cullen, " Mary L. Woodend, " John F. Shanley.</p>	<p>No. 5. S. Lizzie Briggs, " Ernest E. Ball, " Charles E. Carr, " James S. Hemingway, " Eugene H. White. No. 4. Nettie C. Lanfare, 3 years, " Edward B. Phelps. No. 2. Elmer E. Gesner, " George D. Merrick, " Herbert W. Pedrick. No. 1. Marion Butler, " Louis Fenouillet, 6 years, " Henry Fresenius, 4 " " Charles Kenny, " Henry W. Redfield.</p>
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WEBSTER SCHOOL.

<p>No. 12. Carrie Rexroth, 4 years, " Florence Graham, " Joseph Crisand, " Fred. Dickerman, 2 years, " Willie Frericks, " Joseph Kuske, " John O'Brien, " Charlie Snow, 3 years, " James Wriam, " Lottie Alling, " Sarah Merriman, 2 years, " Lizzie Miller. No. 11. Solomon Asher, 3 years, " Isaac Asher, 3 years, " Kittie Bowman, 3 years, " Guy Carleton, 3 years, " George Chandler, " Florence Disbrow, 2 years, " Eddie Gruener, 4 years, " Julius Harder, " Isaac Kinney, 2 years, " Huldah Liefeld, " Irene Mildeberger, 2 years, " Henry Sage, " Sophie Weil. No. 10. Clarence Clark, 2 years, " Annie Widman, 2 " " James Pierpont, 3 " " Nettie Rexroth, 3 " " Emma Schlein, 2 years,</p>	<p>No. 10. Peter Corcoran, " Adella Oakley, " Frank Altman, " Annie Eherler, " Signo Sonnenberg. No. 9. Carrie Beard, " Eddie Dibble, " Frank Edwards, " Orin Hutchinson, " Frank Houser, " Noble Hoggson, " Louis Hoffmeister, " Fannie Mead, " Freddie Schlein, " Arthur Speiss, " Fannie Peck. No. 8. James Buchanan, " John Merriman, 2 years, No. 7. Allie Dole, " Minnie Kohautek, " Charles Williams. No. 6. Emil Altman, " Albert Dudley, " Henry Gruener, " Nellie McDermott, 3 years, " Albert Widman, No. 5. John Currow. No. 3. Jennie Shanley. No. 2. Henry Prella.</p>
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OAK STREET SCHOOL.

No. 4. Fanny Leishman,	No. 3. Gustave Altman,
" John Coffay,	No. 2. Arthur Kennedy,
No. 3. John Keheley.	" Martin Hausman.

WOOSTER SCHOOL.

No. 12. Katie McCarthy,	No. 9. Harmon Herman,
No. 11. George McCheane,	" Robbie Manwaring,
" George Reif,	" Katie Sheriden.
" Augustus Smith,	No. 8. Willie Norris,
" Henry Clark,	" John Madigan.
" Lizzie Phleggar,	No. 7. Julius Popp,
" Carrie Silverthau.	Eugene Rowley.
No. 10. Mary Dargon, 2 years,	No. 6. John Casey,
" Louisa Pfeiffer, 2 years,	" Morris Ronan,
" Andrew Davy, 2 years,	" Jessie Morris.
" Charles Machelheidt,	No. 5. Timothy Hanlon,
" Sereno Thomas, 2 years.	" Jennie Davie.
No. 9. Joseph Barnes,	No. 4. Willie Carlton.
" Willie Flanagan,	

HAMILTON SCHOOL.

No. 12. Dennis Cahill,	No. 7. Maggie Fogarty,
" Edward McGinness.	" Nellie O'Brien,
No. 11. Mary Daley,	" Nellie Bohon,
" Maggie Heery.	" John Daley,
No. 10. Maggie Cohane,	" Jerry O'Brien,
" Lizzie Wheelan,	" Thomas Meany.
" Louisa Reilly,	No. 6. Lizzie Heery,
" Mary Healy,	" Mary Kinsella.
" Patrick Skein,	No. 5. Willie Doolan,
" Willie Costigan,	" Thomas Costigan,
" Edward Purcell.	" Mary McNally.
No. 9. John McPartland,	No. 4. Willie Tracy,
" Mary Doherty,	" Bridget Heaney.
" Thomas Mockler.	No. 3. Mary Cohane,
No. 8. Winnie Healy,	" Thomas Faughner,
" Mary Shea,	" Gerald Kinsella,
" John Mahon,	" Eddie McPartland.
" Julia Heaney.	No. 1+. Maggie McKeon,
No. 7. Mary Carlton,	" John Doolan,
" Nellie Cahill,	" James Redmond.

FAIR STREET SCHOOL.

No. 4. Katie Dolan,	No. 3. Abie Lchulafer,
" Bella Lautenbach,	" Lena Sohn,
" Willie Ehrler,	" Richard Dolan,
" Freddie Robinson,	" Charlie Seitz, 2 years,
" Sophie Ehrler, 2 years,	" Celia Thorman, 2 "
" Jacob Lotz, 2 "	" Sarah Linsley, 2 "
" Carrie Howe, 7 Terms.	No. 2. Bennie Silverthau.
No. 3. John Brennan,	No. 1. Frankie Dolan.
Goodrich Ullman,	

DWIGHT SCHOOL.

No. 12. Lucy Judson, 2 years,	No. 9. Charlie LeForge,
" Cora Roberts, 3 years,	" Dunlap Beecher.
" Mattie Shew,	No. 8. Jakie Richards, 3 years,
" Hattie Smith,	" John Kennedy,
" Frank Baldwin,	" Frank Wagner,
" Frank Cooper,	" Fred. Haines,
" Charles Hull,	" Ernest Morse,
" Albert Langzetell,	" Henrietta Lehmon,
" Eddie Manville,	" Lizzie Richardson,
" George Langzetell.	" Mary Vogel,
No. 11. Mary Perkins, 2 years,	" Harry Klock.
" Maggie Williams,	No. 7. Carrie Tolles, 3 years,
" Fred. Hemingway,	" Ella Mather,
" Lida Meeker,	" Frank Finney,
" Douglas Smith,	" Louisa Richards.
" Clarence Blakeslee.	No. 6. Frank Nettleton, 6 years,
No. 10. Mary Deitrich, 2 years,	" Freddie Crabbe,
" Myron Meeker, 2 years,	" Josie Rice,
" Susie Bence,	No. 5. Grace Smith, 2 years,
" William Purdy.	" Joseph Brennan,
No. 9. Arthur Bristol, 5 years,	" Joseph Fry,
" Edwin Richards, 2 years,	" John Ritter,
" Richard Williams,	No. 4. Isabelle Baldwin,
" Albert Judson,	" Freddie Vogel.

DIXWELL SCHOOL.

No. 7. Mary Dugan,	No. 5. Mamie Goods,
" George Kirschner,	" Henry Kirschner,
" Ella Brooks,	No. 4. Mollie Wilson, 2 years,
" Ida Rentz,	" Lizzie Bradley.
No. 6. Fred Wilcox,	No. 3. Freddie Adams, 2 years,
No. 5. John Day,	" Jerome Hayward,
" Albert Thomas,	" Francis Dunn,
" George Adams, 2 years,	" Tommie Papple.

DIVISION STREET SCHOOL.

No. 6. Emma Nichols, 2 years,	No. 6. Ella Hill,
" Louis Bond, 2 "	" George Alling,
" Emma DeScheen,	" Eddie Langzetell.
" May Bassett,	No. 3. Sammie Davidson.

SKINNER SCHOOL.

No. 12. Bennie Mann,* 2 years,	No. 10. Joseph Mann,* 2 years,
" Lettie Sperry.	No. 9. Eddie Butler,
No. 11. Rena T. Merwin,	" George Cook,
" Emma A. Doane,	" Josie Easton.
" George D. Lockwood,	No. 8. John McNamara, 2 years,
" Chas. D. Manwaring, 2 yrs.	" Clifford Coleman,
" James J. Cunningham,	" Richard Sullivan,
" Thaddie S. Coleman,	" Miles Hart,
" George C. Dayton,	" Kittie Richards.
" Annie C. Gower,	No. 7. Lizzie Dudley,
" Mamie A. Case.	" Lulu Case,
No. 10. Jennie Manwaring, 2 years,	" Carrie Caldwell.
" Mamie Conlan,	No. 6. Lizzie Warren,
" Tommie Cunningham,	No. 2. Charlie Rhodes.

* Except on Jewish Holy days.

EDWARDS STREET SCHOOL.

No. 2. Walter Bussee,

| No. 2. Louis Corcoran.

WASHINGTON SCHOOL.

No. 12. Edward Hotchkiss,
 " Thomas Kenney,
 " Eugene Koalewski,
 " Leopold Nepel,
 " Ernest Livingston, 5 years,
 " Susie Robinson,
 " Eliza Hine.
 No. 11. James Moran,
 " Daniel Maher,
 " Jonas Jacobs,
 " Nellie Moran,
 " Katie O'Meara.
 No. 10. Jennie Tracy,
 " Nellie McQueeny,
 " James Nichols,
 " Wm. Toole.
 No. 9. Joseph Healy,
 " Joseph Horan,
 " John Terry,
 " Katie Moran.
 No. 8. Freddie Gregory, 2 years,
 " James Kelley, 3 "
 " Willie Oppensizer,

No. 8. George Hazel.
 No. 7. John Mason,
 " Thos. Donnelly,
 " Waldo Gilbert,
 " James Deskin.
 No. 6. Annie O'Brien,
 " Willie Daily,
 " Timmie Callahan.
 No. 5. Thos. Deskin,
 " Edward Coushey,
 " Charlie Coyle,
 " Sarah Gates.
 No. 4. Cora Foster,
 " Lizzie Kennedy,
 " Adolph Brose,
 " Robbie Gray.
 No. 3. Daisy Bartlet,
 " John Moran,
 " Bernie McNiel,
 No. 2. John Smith,
 " Ella Elkins.
 No. 1. Fannie Evers.

CEDAR STREET SCHOOL.

No. 8. Louisa Kraus,
 " Louis Ullman,
 " John Ruttiger, 4 years.

No. 6. Eva Alling.
 No. 3. Lizzie Allen.

WEST STREET SCHOOL.

No. 4. Katie Raynor, 2 years,
 " James Gibson, "
 " Jennie Moran, "

No. 3. Arthur Cowell,
 " Edie McKenna,
 " Katie Winn.

CARLISLE STREET SCHOOL.

No. 3. Willie Madden,
 " Walter Osborn,

| No 3. Frank Pardee.

GREENWICH AVENUE SCHOOL.

No. 4. Charley Laudenback,
 " Clayton Walker,
 " Freddie Eberth,
 " Albert Barton,
 " John Lynch

No. 4. Willie Clark.
 No. 3. George Curtis, 2 years,
 " Willie Kenny, 2 "
 " Willie Merrow.

WOOLSEY SCHOOL.

No. 12. Ada Coates,	No. 10. Connie Daley, 2 years.
" Gertie Isbell,	No. 9. James Henry,
" Edna Sherwood, 2 years,	" Clifford Hemingway,
" Carrie Smith, 3 "	" Eugene Martin,
" Mary Terry, 6 "	" George Warren, 2 years.
" Chas. DeForest,	No. 7. Homer Martin,
" Geo. Moulthrop, 6 "	" John Tierney.
" Willie Pewtress,	No. 6. Maggie Thielbar, 3 years.
" Henry Swain, 2 "	" Jennie Brainard,
No. 11. Winnie R. Fisher,	" Michael Hart.
" Ella M. Augur.	No. 5. Bertha Baldwin,
No. 10. Lizzie Reed,	" Mary Bree,
" Cuba Hinckley.	" Mary East,
" Hattie Baldwin,	" Mary O'Gorman.
" Ella Bassett,	No. 3. Dimmy Bree.
" William Sturupp,	

GRAND STREET SCHOOL.

No. 8. Sereno Sperry,	No. 4. Albert Sturupp.
" Bertie Moulthrop.	No. 3. Arthur Reeves.
No. 4. Walter Doolittle,	No. 2. Fred. E. Newton.

HIGH SCHOOL TEXT BOOKS.

Sanford's Analytical Arithmetic.	Whitney's Essentials of English Grammar.
Packard's Complete Course of Business Training.	Town and Holbrook's Progressive Fifth Reader.
Robinson's New Elementary Algebra.	Lovell's Progressive Fifth Reader.
Loomis' Geometry.	Town's New Speller and Definer.
Davies' Trigonometry.	Henderson's Test Words.
Cooley's Natural Philosophy.	Harkness' Latin Grammar.
Steele's Fourteen Weeks in Chemistry.	Harkness' Latin Reader.
Steele's Fourteen Weeks in Geology.	Harkness' Caesar.
Steele's Fourteen Weeks in Astronomy.	Searing's Virgil.
Gray's How Plants Grow and Plant Record.	Otto's German Conversation Grammar.
Hutchison's Physiology and Hygiene.	Leben und Lob des kleinen Rothhäppchens
Bloss' Ancient History.	Reife als Dufel.
Modern History.	Maria Stuart.
Mitchell's Physical Geography.	Magill's French Grammar.
Hart's Composition and Rhetoric.	
Collier's History of English Literature.	

TEXT BOOKS USED IN THE PUBLIC SCHOOLS OF NEW HAVEN.

Lovell's Readers. Series.	Mitchell's Geography.
Town's Speller.	Anderson's Pictorial History of the United States.
French's Arithmetic. Series.	Spencerian System of Penmanship.
Swinton's English Grammar.	Jepson's Music Readers.
Swinton's Language Primer.	Ball's System and Charts in Drawing.
Swinton's Language Lessons.	

TEACHERS APPOINTED FOR THE YEAR 1877-78.

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL, <i>Orange Street, cor. Wall.</i>		T. W. T. CURTIS, <i>Principal</i> ,...	\$3,000	213 Orange.
		JAS. D. WHITMORE, <i>Sub-Master</i> ,	2,500	147 Bradley.
		CHAS. H. SIEBKE, <i>Ger. Teacher</i> ,	600	116 Wooster.
		George L. Fox, <i>Greek Tea.</i> ,...		7 College.
		Virginia H. Curtis,	1,200	213 Orange.
		Mary A. Marshall,	850	42 Grove.
		Mary C. Tuttle,	800	201 Orange.
		Mary W. Storrs,	800	43 Trumbull.
		Julia I. Stow,	800	29 Wooster.
		Elizabeth Cooper,	800	47 Trumbull.
		Lucy R. Bliss,	800	201 Orange.
		Abbie Woodward,	800	235 Orange.
		Annie S. Johnson,	650	290 E. Grand.
		Sara E. Husted,	550	72 Dixwell av.
			\$14,150	
		WEBSTER DISTRICT.		
WEBSTER SCH., <i>George Street, cor. York.</i>		JOHN G. LEWIS, <i>Principal</i> , ...	\$2,500	258 George.
	12	Maggie Baird,	750	60 Liberty.
	12	Mary Ferguson,	450	29 Sylvan av.
	11	Lucy A. Minor,	700	161 George.
	10	Bessie C. Blakeman,	650	43 Dwight.
	9	Julia A. Malcolm,	650	127 Dwight.
	8	Clara A. Hurlbut,	650	112 Temple.
	7	Eva L. Griffing,	650	188 Wooster.
	6	Anna R. Hubbell,	600	32 Dow.
	5	Nettie L. Leonard,	550	West Haven.
	4	Ada T. Somers,	500	186 Goffe.
	3	Eliza A. Benham,	500	245 George.
	2	Ruth Gorham,	500	231 Crown.
	1	Fannie E. Graves,	600	532 Chapel.
			\$10,250	
OAK ST. SCHOOL, <i>cor. Greenwood.</i>	4	Louise G. Wolcott,	650	101 Sylvan av.
	3	Carrie B. Root,	500	609 Chapel.
	2	Laura E. Lampson,	500	15 Park.
	1	Mary J. Alden,	550	63 Kensington
			\$2,200	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
GEORGE ST. SCH., <i>cor. College.</i>	1	Emma F. Weld,.....	\$400	99 Wall.
WHITING ST., UNGRADED.	1	Henry W. Loomis,	\$1,000	East Haven.
EATON DISTRICT.				
EATON SCHOOL, <i>Jefferson Street, cor. St. John.</i>		SAMUEL T. DUTTON, <i>Principal</i> ,	\$2,500	135 Dwight.
	12	Effie E. Stevens,	750	67 Wooster.
	12	Sarah C. Day,.....	400	10 College.
	11	Heppie E. Goodrich,	700	141 Church.
	10	Susie S. Sheridan,.....	650	201 Orange.
	9	Hattie Roemer,.....	550	184 Chapel.
	8	Mary J. Bronson,	650	23 Trumbull.
	7	Mary F. Frisbie,	550	9 Lyon.
	6	Jessie F. Crane,.....	600	155 St. John.
	5	Mary C. Durrie,.....	550	200 Chapel.
	4	Katie Smith,.....	500	104 Orange.
	3	Maggie P. Moffatt,.....	500	13 Bradley.
	2	Flora A. Loper,.....	500	134 Bradley.
	1	Mary J. Hayes,	600	660 State.
			\$10,000	
WOOSTER DISTRICT.				
WOOSTER SCH., <i>Wooster Street, cor. Wallace.</i>		THOMAS H. FULLER, <i>Principal</i> ,	\$2,250	89 Chapel.
	12	Almena A. Giddings,.....	750	200 Chapel.
	12	Emma L. Bishop,	450	77 Hamilton.
	11	Annie E. Pigott,	700	132 Hamilton.
	10	Almira W. Brooks,.....	650	64 Chapel.
	9	Joanna M. Flanagan,.....	400	50 Chapel.
	8	Emma E. Burwell,	650	376 George.
	7	Joanna M. Gleeson,.....	600	106 Wallace.
	6	Jennie S. Burlock,	600	748 Chapel.
	5	Mary C. Gorham,	550	13 Warren.
	4	Rebecca P. Arnold,	500	122 Meadow.
	3	Ella F. Healy,	400	66 St. John.
	2	Hattie J. Bushnell,.....	500	73 Wooster.
	1	Harriet C. Miles,	600	142 Chapel.
			\$9,600	
FAIR STREET TRAINING SCHOOL		REUGENE L. YOUNG, <i>Principal</i> ,	\$900	5 Brown.
	4	Sarah A. Wilcox,.....	300	6 Leonard.
	4	Annie I. Hathaway,	250	19 Perkins.
	3	Ida L. Henry,.....	300	9 Audubon.
	3	Yanz Kittie A.,.....	200	110 Ivy.
	2	Ellen Kilbride,.....	300	54 Bishop.
	2	Eugenie W. Hathaway,.....	200	19 Perkins.
	1	Lizzie J. Smith,	300	82 Wallace.
	1	Mary F. McArthur,.....	200	15 Wallace.
			\$2,950	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
FAIR ST. SCHOOL, UNGRADED.	2	Emily A. Wildman,	\$600	23 Clark.
	1	Nellie J. Guinan,	450	183 Olive.
			\$1,050	
GERMAN-ENG. 193 Wooster St.	2	Herman Trisch,	\$1,200	117 Water.
	1	Angenette T. Marchal,	650	300 Grand.
			\$1,850	
HAMILTON ST. SCHOOL, <i>Bet. Hamilton and Wallace, near Grand.</i>		Agnes Welch,	\$1,200	267 Franklin.
	12	Helena Charlton,	750	" "
	11	Rita Shea,	700	" "
	10	Celestine Wall,	650	" "
	9	Arsenius Caden,	650	" "
	8	Clementine Kenney,	650	" "
	7	Gertrude Roach,	650	" "
	6	Germaine Whelan,	600	" "
	5	Patricia Carney,	550	" "
	4	Maria Murray,	500	" "
	3	Mary F. Leary,	500	24 Locust.
	2	Ambrosia Coonan,	500	267 Franklin.
	1½	Mary E. Hall,	500	85 Grand.
	1	Cyril Welch,	600	267 Franklin.
			\$9,000	
DWIGHT DISTRICT.				
DWIGHT SCHOOL, <i>Martin Street, cor. Gill.</i>		L. L. CAMP, <i>Principal</i> ,	\$2,500	595 Chapel.
	12	Emma C. Brownell,	750	595 Chapel.
	12	Martha B. Fields,	400	121 Dwight.
	11	Emma S. Bernard,	700	1 Howe.
	10	Harriet E. Judson,	650	70 Howe.
	9	Clara I. Bradley,	650	35 York Sq.
	8	Willa J. Gibson,	650	44 Edwards.
	7	Gertrude L. Cooper,	650	14 Park.
	6	Emma E. Lincoln,	600	57 Martin.
	5	Elizabeth V. Southworth,	550	14 Sylvan av.
	4	Emma E. Cowap,	500	366 Orchard.
	3	Fannie C. Upson,	500	105 College.
	2	Carrie E. Blakeslee,	500	16 Beers.
	1	Charlotte Hills,	600	96 York.
			\$10,200	
DIXWELL AV. SCHOOL.	7	Sarah E. Hughes,	\$800	East Haven.
	7	Marie A. Hodgson,	350	111 Howe.
	6	Fannie T. Munson,	600	28 Munson.
	5	Annie G. Kennedy,	550	156 York.
	4	Sarah S. Benham,	500	245 George.
	3	Nellie A. Peck,	500	305 George.
	2	Margaret M. Ferris,	350	94 Humphrey.
	1	Fannie A. Baldwin,	600	10 Univer ty pl.
			\$4,250	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
DIVISION STREET SCHOOL.	6	Jennie E. Barber,	\$800	Cor. Goffe and Whalley av.
	6	Minnie E. Somers,	350	186 Goffe.
	5	Livia M. Jordan,	600	Cor. Newhall Thompson.
	4	Hattie E. Reynolds,	450	60 Dixwell av.
	3	Fannie I. Wheeler,	400	105 Dwight.
	2	S. Ellen Brown,	400	96 Broadway.
	1	Mary J. Quinley,	550	32 Gill.
			\$3,550	
ORPHAN ASYLUM SCHOOL, 348 Elm Street.	2			
	1	Cordelia Sargeant,	\$600	348 Elm.
		Ellen M. Hickox,	400	348 Elm.
			\$1,000	
SKINNER DISTRICT.				
SKINNER SCHOOL, State Street, cor. Summer.		HENRY C. DAVIS, <i>Principal</i> , ..	\$2,500	43 Clark.
	12	Sarah A. Tucker,	750	15 Audubon.
	12	Annie E. Hayes,	450	279 Orange.
	11	Sarah A. Mallory,	700	15 Audubon.
	10	Ella J. Bronson,	650	826 State.
	9	Ann E. Loper,	650	134 Bradley.
	8	Ellie L. Maguire,	650	121 Water.
	7	F. Elsie Terrill,	650	49 Collis.
	6	Emma E. Beach,	600	163 St. John.
	5	Juliet E. Peck,	550	60 Whalley av.
	4	Ida V. Huke,	500	282 Orange.
	3	Lucy P. Bush,	450	29 Clark.
	2	Mary E. Weld,	500	99 Wall.
	1	Carrie M. Galpin,	600	72 Howe.
			\$10,200	
EDWARDS STREET SCHOOL.	4	Lizzie M. Healy,	\$650	16 Factory.
	3	S. Evelyn Manning,	450	162 Bradley.
	2	Lily W. Sheridan,	500	291 Orange.
	1	M. Carrie Strickland,	600	135 Olive.
			\$2,200	
HUMPHREY ST. SCHOOL.	1	Emily J. Farnsworth,	\$400	55 Trumbull.
WEST STREET SCHOOL.	4	Lucy A. F. Pinney,	\$650	193 George.
	3	Hattie M. Price,	350	307 Water.
	2	Hannah M. Chamberlain,	500	45 Park.
	1	Eva J. Phelps,	550	10 Washington.
			\$2,050	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
WASHINGTON DISTRICT.				
WASHINGTON SCHOOL, <i>Howard Avenue, cor. Putnam St.</i>		GEORGE R. BURTON, <i>Principal</i> ,	\$2,500	125 Ward.
	12	Emily E. Warner,.....	750	100 Portsea.
	12	Nellie L. Bonney,.....	350	54 William.
	11	Maria L. Bradley,.....	550	20 Vernon.
	10	Jennie E. Ford,.....	600	32 Kensington.
	9	Jennie R. Catlin,.....	550	240 Columbus.
	8	Mary E. Willoughby,.....	600	7 Christopher.
	7	Annie C. Norman,.....	500	69 Howe.
	6	Catherine C. Jones,.....	600	143 Columbus.
	5	Fannie A. Butler,.....	550	67 Prince.
	4	Georgie S. Janes,.....	400	16 George.
	3	Anna F. Gillette,.....	550	123 Columbus.
	2	Hattie R. Townsend,.....	400	29 Martin.
	1	Lilian M. Bedell,.....	450	321 Cedar.
			\$9,350	
CARLISLE STREET SCHOOL.	4	Martha B. May,.....	\$600	143 Columbus.
	3	Alice G. Ford,.....	350	26 Chestnut.
	2	Kate Conlan,.....	500	313 Water.
	1	M. L. Livingston,.....	600	307 Columbus.
			\$2,050	
GREENWICH AV. SCHOOL.	4	Katie R. Smith,.....	\$350	82 Wallace.
	3	Edith E. Johnson,.....	500	341 How'rd av.
	2	Corney F. Allan,.....	400	73 York.
	1	Anna M. Brennan,.....	400	2 Elliott.
			\$1,650	
CEDAR STREET TRAINING SCH'L, <i>Near Washington Street.</i>		MARIA L. BREEN, <i>Principal</i> ,..	\$1,250	451 Howard av
	8	Martha E. Chapman,.....	600	161 George.
	8	Maria I. Lynch,.....	200	68 Bristol.
	7	Laura T. Merriman,.....	250	Westville.
	7	Florence I. Bradley,.....	200	20 Vernon.
	6	Eunice K. Armstead,.....	250	67 William.
	6	Ida E. Bushnell,.....	200	19 Perkins.
	5	Blanche E. Parker,.....	200	63 Greene.
	5	Mary R. Burwell,.....	250	95 Dwight.
	4	Julia Hull,.....	250	315 Elm.
	4	Jennie M. Norman,.....	200	69 Howe.
	3	Emily B. Granniss,.....	250	444 State.
	3	Julia P. Gibbs,.....	200	38 Sperry.
	2	Elizabeth Palmer,.....	200	94 Webster.
	2	Fannie E. Jackson,.....	200	12 Warren.
	1	Ines E. Nettleton,.....	550	91 Dwight.
	1	Augusta E. Siebke,.....	200	116 Wooster.
			\$5,450	

SCHOOLS.	Rooms	TEACHERS.	Salaries.	Residences.
WOOLSEY DISTRICT.				
WOOLSEY SCH., <i>Woolsey Street, cor. Poplar.</i>		MARK PITMAN, <i>Principal</i> ,.....	\$2,500	Wallingford.
	12	Julia A. Willard,.....	700	117 East Pearl.
	12	Jennie Field,.....	350	159 James.
	11	Nellie B. Morse,.....	700	So. Quinniac.
	10	Lottie D. Butler,.....	650	112 Ferry.
	9	Fannie I. Bunce,.....	650	113 Poplar.
	8	Alice Darrow,.....	500	40 Perkins.
	7	Sarah J. Gibson,.....	650	44 Edwards.
	6	F. Isabel Swift,.....	600	177 Exchange.
	5	Sarah U. Wright,.....	550	88 Meadow.
	4	Ella A. Beach,.....	500	163 St. John.
	3	Emily M. DeForest,.....	450	45 Atwater.
	2	Fannie L. Rice,.....	400	113 E. Pearl.
	1	Ella H. Clarke,.....	600	43 Houston.
			\$9,800	
GRAND STREET SCHOOL, <i>bet. Clinton Av. and Perkins St.</i>	8	Mary Kilbride,.....	\$650	54 Bishop.
	7	Mary J. Warren,.....	650	16 Lyon.
	4	Hortense A. Darling,.....	450	184 Exchange.
	3	Rosina Allan,.....	400	73 York.
	2	Margaret M. Tucker,.....	450	9 Bradley pl.
	1	Mary A. Pinney,.....	600	155 Meadow.
			\$3,200	
William G. Pratt,			\$800	118 E. Grand.

JANITORS.

Eaton School,.....	Nehemiah Bristol,....	\$575.....	250 Franklin.
Webster School,	John M. Mattingly,....	575.....	6 College.
Dwight School,	George W. Judd,.....	575.....	66 Martin.
Wooster School,.....	David Sturgis,	575.....	94 Wallace.
Skinner School,.....	Henry S. Loper,.....	575.....	68 Bradley.
Washington School,.....	James O'Brien,	575.....	18 Salem.
Woolsey School,	Walter Blakeslee,....	575.....	20 Woolsey.
Hamilton School,	Patrick Hall,.....	575.....	83 Grand.
High School,	Henry W. Blakeslee, -	575.....	77 Washington.
Cedar St. School, {	-----Thomas W. Beecher, -	500.....	29 Washington.
Whiting St. School, }			
Dixwell School,.....	John W. Munson,....	400....	100 Webster.
Grand St. School,	John Weld,.....	400.....	138 Saltonstall av.
Fair St. School,	Isaac Martyn,....	300.....	37 Olive.
Division St. School,	James Henry,.....	300.....	Shelton av.
Edwards St. School,	Michael Cannavan,...	200.....	Foster.
West St. School,.....	John Kallaher,.....	200.....	5 Hedge.
Greenwich Ave. School,...	Michael Reardon,....	200.....	Clark avenue.
Oak St. School,	James Keegan,.....	200.....	31 Auburn.
Small Schools, Evening Schools, Office, estim.,		425	

\$5,300

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in each Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.*

GERMAN ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADED SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into two school districts, viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The New Haven City School District includes all that part of the town of New Haven which lies east of a line running from the bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. It is divided for convenience into seven sub-districts, with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to the Water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad, which separates it from the Skinner District, thence to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Franklin street, includes both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The Board of Education consists of nine members, three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined in the statutes of the State :

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coextensive with the towns within which they are situated shall become school districts of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz : Such school districts shall annually choose, on the third Monday in September in each year, instead of a district committee, a Board of Education consisting of three, six or nine persons, in the manner prescribed in this act for the

election of school visitors ; and said Board of Education shall have all the powers and be subject to all the duties imposed on the district committees : and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district ; they shall lodge all bonds, leases, notes and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly : they shall pay into the treasury of the district all moneys which they may receive for the support of schools ; they shall determine the number and qualifications of the scholars to be admitted into each school ; shall supply the requisite number of qualified teachers ; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors shall be filled by an election of the necessary members thereto by ballot. Should any vacancy occur by death, resignation or otherwise, the remaining members of the Board may fill such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters in the district is held on the third Monday of September, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the first and third Friday evenings of each month ; from the 20th of September to the 20th of March at 7½ o'clock ; for the remainder of the year at 8 o'clock. Five members of the Board shall constitute a quorum for the transaction of business, and every member present when a question is put, shall vote, unless excused by the Board ; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called by a majority of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the first meeting of the Board after the Annual District Election, a President for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEE.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on School Buildings, shall be elected by a majority of the Board.

1.—COMMITTEE ON SCHOOLS.—The instruction and government of the schools, the furniture, books, maps and apparatus for teaching, shall be under the especial charge of the Committee on Schools.

2.—COMMITTEE ON FINANCE.—The financial wants and obligations of the District shall be under the especial charge of the Committee on Finance, who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The Committee meet during the last week of each month to examine and pass upon all the bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3.—COMMITTEE ON SCHOOL BUILDINGS.—The School Buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also make an estimate, for publication in the Annual Report, of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The executive officers of the Board shall consist of a Secretary and a Superintendent of Schools, who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, unless the election is postponed to a future meeting. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the **Secretary** to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board ; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall **keep the accounts** of the District, and make out an annual report of his expenses.

He shall **receive the moneys** from the Treasurer for orders drawn on him, and **pay all bills** approved by the Committee on Finance, and none others.

He shall **loan books** to indigent pupils, as provided in these rules ; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall **keep an accurate inventory** of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall **superintend all necessary repairs** under the direction of the Committee on School Buildings.

He shall be the **executive officer** of the Board, in securing the attendance at school of truant and neglected children.

He shall have a **general oversight** of the janitors, and see that their duties are faithfully performed ; and also of the warming and ventilating of the buildings.

He shall within twenty-four hours after the **passage of any rule** affecting the management of the schools, deliver to the Superintendent a **copy of such rule**, and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

He shall be at the office of the Board on all school days, from 8½ to 9½ o'clock, A. M., and from 4 to 5 o'clock P. M., and on Mondays and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements ; and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

He shall be at the office of the Board on all school days, from 8½ to 9 o'clock, A. M., and from 12½ to 1 o'clock, P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows

- 1.—Reading the minutes of the previous meeting.
- 2.—Reports of Committees.
- 3.—Unfinished business.
- 4.—Report of Superintendent.
- 5.—Report of Secretary.
- 6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

- 1.—The apparatus, books, maps, etc., used in the schools, shall be such only as may be prescribed by the Board.
- 2.—No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then, unless the Committee on Schools have reported thereon.
- 3.—All school registers, record books, report blanks, etc., shall be after uniform patterns, to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board shall not be amended or repealed but upon written notice in due form at a previous meeting ; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—Candidates not in the service of the District will apply in writing to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The annual election of teachers shall be made by the Board in the month of June.

3.—Teachers shall be immediately notified by the Superintendent of their election. Every teacher, within one week after receiving such notice shall signify to the Superintendent, in writing, an acceptance of the offered situation. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, will be considered as declining it.

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties ; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board ; to direct the work of the classes in rigid accordance with the prescribed course of study ; to give constant and careful attention to the manners, language and habits of their pupils ; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—The Principals in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary to insure a strict observance and enforcement of the rules and regulations of the school.

3.—All teachers are required to be at their respective school rooms at the beginning of *their* school hours, (viz.) at 20 minutes before 9 o'clock A. M., and 15 minutes before 2 o'clock P. M.; and in case of failure, they shall report themselves without delay, and in writing, to the Principal, as tardy, stating the cause and number of minutes they are late, and the Principal shall forward such reports to the Superintendent, at the end of each week. To secure uniformity and avoid doubt in relation to time, the Principal shall provide for the ringing of a teacher's bell, just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4. Whenever a teacher shall be absent from school, and whenever for any cause, the exercises of a school shall be omitted, immediate notice of the same shall be sent to the Superintendent by the Principal. No substi-

tute for an absent teacher shall be employed for more than one day without the express approbation of the Superintendent.

All allowance for the absence of Principals from school duty, must be referred to the Board.

Teachers shall not absent themselves from school for any other cause than sickness, without permission previously obtained from the Superintendent.

5.—Every teacher desiring to leave the service of the District shall give three weeks' notice, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board, shall forfeit whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause excepting sickness, in which case an allowance of twenty-five per cent. of the regular salary will be made for absences not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

6.—The special teachers in Music and Drawing shall visit regularly and impartially the several rooms in which they are expected to instruct; and the permanent teachers in those departments shall invariably be present to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—Teachers shall take special care that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall permit no damage to the school property or buildings, and whenever it shall be done by accident or intention, they shall give prompt notice to the Secretary, who shall require the offender to make good the injury.

8.—The teacher in each room shall keep an accurate register of the names, ages and residences of pupils, and the names of their respective parents or guardians; and shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—Teachers shall prepare for inspection, during the second week of each term, time tables indicating the daily exercises of the room.

10.—Teachers in all rooms above the third grade shall send a weekly report to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—Teachers shall investigate all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of ten instances of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil may be transferred by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity.

12.—Teachers shall record absence occasioned by sickness until such absence shall amount to ten successive half days, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and

shall be entitled to a seat. Pupils detained from school for the religious observance of Holy-days, will be excused by bringing written notice from their parents to that effect.

13.—No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half days from the time of withdrawal, the whole number of half days from the time of withdrawal and return shall be counted as absence.

14.—Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. Corporal punishment shall be administered only in extreme cases, and never at the same session of school in which the offense was committed; nor by a subordinate teacher, until the case has been reported to the Principal; and the teacher shall keep a record of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

15.—Teachers may detain pupils an hour at the close of the afternoon session, and no longer and at no other time, for discipline, or to make up neglected lessons.

16.—Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

18.—The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—If the parent or guardian shall not provide the required textbooks, the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21.—Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the close of each term, every teacher shall report to the Superintendent the names of such pupils as have been particularly distinguished for punctual attendance, good behavior or excellent scholarship.

XXI.

GRADATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded :

1.—For the lowest grade of teachers a salary shall be paid at such rate as the Board, at the annual election of teachers, may determine.

2.—For each subsequent year \$50 shall be added to the salary of the previous year, (provided the services of the teacher are approved by the Board), until the salary shall reach the maximum of the grade in which the teacher is employed.

3.—Salaries not included above, will be fixed as, in the judgment of the Board, circumstances may require.

4.—The graduates of the High School, for the current year, shall have preference in appointments, over all other applicants, to the Training Schools.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools are free to those children only whose parents or guardians reside in the district. When there are seats not required by children belonging in the District, pupils, not residents, may be received as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term or balance of the term, on which the pupil proposes to enter ; at the rate of forty dollars a year, or one dollar a week in the High School ; and twenty dollars a year, or fifty cents a week, in all schools below the High School.

2.—No pupil shall be admitted without a ticket obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

XXIII.

DUTIES OF PUPILS.

1.—Pupils shall be regular and punctual in attendance, decent in dress, cleanly in person, industrious, respectful and obedient ; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—No Scholar shall be allowed to enter or remain a member of any public school out of his or her own district, except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in case of removal from one district to another, to continue their children, till the end of the school year, in the school which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—Pupils shall make up neglected lessons, unless excused ; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5.—Any pupil guilty of profanity, obscenity, truancy or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking, or otherwise injuring the school buildings, or other school property, or guilty

of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—No scholar shall be allowed to remain in any school-room during the noon recess, unless a teacher be present.

7.—No pupil shall be allowed to be absent from school during the regular sessions, to take Music, Dancing or other lessons.

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following course of discipline.

1.—For the first offense, in addition to the ordinary school discipline, the name of the offender shall be reported to the Superintendent, by whom it shall be recorded, and then given to the Secretary, whose duty it shall be to see the parents or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct, if persisted in. For a second offense the pupil, if he be a member of the High School, shall be suspended from school attendance for two weeks; and for a third offense shall be transferred by the Superintendent to the truant school; and in the case of a member of a grammar school, upon the second offense, he shall be transferred by the Superintendent to the truant school.

2.—Whenever a pupil is transferred to the truant school, notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and in case of non-attendance of such pupil, shall immediately notify the Secretary.

3.—It shall be the duty of the Secretary, on receipt of such notice, to inquire into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—No pupil thus transferred to the truant school shall be permitted to enter another school, except by recommendation of the teacher of the truant school and with the approval of the Superintendent.

XXV.

ELECTION OF JANITORS.

Janitors shall be elected annually, at the last meeting of the Board in the month of June, unless the election be deferred to a future meeting.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the duty of janitors to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 5 o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates twenty minutes before nine o'clock A. M., and fifteen minutes before two o'clock P. M., and close them when school commences; to be present and open the gates at the time for closing

school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order.

8.—To sprinkle the yards and streets in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the front yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The school year shall begin during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually appoint.

2.—The regular holidays shall be Thursday and Friday of Thanksgiving week, Fast Day, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—The regular school hours shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with appropriate devotional exercises.

5.—In case of a violent storm, the Superintendent will indicate, through the Fire Alarm Telegraph (1-1 and repeat), that the morning session will be prolonged to 1 o'clock.

6.—The public are invited to visit the schools; but teachers shall not deviate from their usual exercises, except by request of some member or officer of the Board.

7.—No one shall be allowed to offer on the school premises anything for sale, examination or exhibition; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature.

XXVIII.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year pupils in the highest grade of the Grammar Schools, who pass the prescribed examination, are promoted to the Hillhouse High School.

2.—**Examination** for the promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each school, under the direction of the Superintendent ; the applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—**Instruction may be given** in the following branches of learning, viz : in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature ; in Reading, Declamation, Spelling, Defining and Composition ; in the French, German, Greek and Latin languages ; in Rhetoric, Logic, Mental and Moral Philosophy ; in History and Political Philosophy, together with the Constitution of the United States and Connecticut ; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music, and Drawing.

4.—**The particular order and manner in which instruction shall be given** in the branches taught in the High School shall be arranged by the Superintendent and Principal of the school, subject to the approval of the Committee on Schools.

5.—**Admission** to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular course.

HILLHOUSE HIGH SCHOOL.

CLASSICAL DEPARTMENT.

	TIME. Each term 20 wks.	LATIN.	GREEK.	MATHE- MATICS.	HISTORY, GEOG., &C.
FOURTH CLASS.	1st Term. 2d Term.	Grammar and Reader.		(10 weeks.) Arithmetic. Algebra.	Anc. Geog. Anc. Hist.
THIRD CLASS.	1st Term. 2d Term.	Cæsar. Cæsar. Latin Prose Comp.	Grammar and White's Lessons.	Algebra. Geometry.	
JUNIOR CLASS.	1st Term. 2d Term.	Cicero. Cicero. Latin Prose.	Anabasis. Anabasis.	Geometry.	Rhet. and Eng. Lang.
SENIOR CLASS.	1st Term. 2d Term.	Virgil. Virgil. Latin Prose.	Homer. Homer.		Mod. Hist. Physics.
SUMMER		Reviews.			

HIGH SCHOOL COURSE.

ENGLISH DEPARTMENT.

FOURTH CLASS.

First Term (20 weeks.)

Arithmetic and Book-keeping.

Physical Geography.

Botany and Physiology.

French, German or Latin.

Second Term (20 weeks.)

Arithmetic and Book-keeping.

Ancient History.

French, German or Latin.

THIRD CLASS.

Algebra.

Rhetoric and English Language.

French, German or Latin.

Algebra.

Mediæval History.

French, German or Latin.

JUNIOR CLASS.

Geometry.

Natural Philosophy.

Modern History.

Latin.

Geometry.

Chemistry.

English Literature.

Latin.

SENIOR CLASS.

Geology.

Astronomy.

English Literature.

Trigonometry.

Reviews.

NOTE.—Studies in Roman type are required ; in Italics are optional. All scholars in the regular course are required to take three studies.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils will have exercises in Elocution, in the form of reading, Declamation or Recitation ; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

REMARKS ON THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. The experience of each year will enable us to ascertain what modifications may be necessary to render the adaptation more complete.

I.—The "Tabular View" presents the whole course of study, divided into *forty equal parts*, to correspond with the same number of periods of time, each comprising *eight weeks*. This furnishes a convenient *scale* of forty degrees, upon which the pupils of our schools are classified.

II.—Teachers should ascertain, at the outset, what *subjects* are to be taught during each *period of time*, and should aim to make each pupil master every part of the course assigned to the period.

III.—The *youngest class* in the grade is to complete the work assigned for each *period*; and this class will determine the *grade* to which the *room belongs*. The progress of the older classes should not be hindered by those less advanced.

IV.—Teachers must take *special care* that all studies shall be advanced equally, as determined by the scheme; that no *favorite* study or exercise shall receive undue attention, to the neglect of other studies.

V.—If a teacher is not able to take her class thoroughly over the work assigned for each period, there is reason for investigation, on her part, to determine the cause of failure, and to seek how to avoid it in future. *Aim to keep the classes on the grade.*

VI.—Each Principal is at liberty to make a more detailed scheme of studies for each *period*, to be limited by the general scheme, as defined by the foregoing table. The principals are expected to see that every teacher, in their respective districts, shall give faithful and satisfactory instruction as required by this scheme, and report the results of examinations to the Superintendent, near the end of the Fall and Winter Terms.

VII.—N. B.—Teachers must be careful to *keep themselves familiar with those parts* of this "Course of Study" which pertain to *their own grades*, and to *follow faithfully the directions given*.

COURSE OF STUDY.

THE FOLLOWING COURSE OF STUDY IS MADE OBLIGATORY BY THE BOARD
UPON ALL THE GRADED SCHOOLS.

GRADE I.—FIRST YEAR.

SUMMER TERM.

Reading.—Lessons from cards and blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Chart No. 1.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not* proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

FALL TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Chart No. 1.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc. to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc. Form sentences orally.

<i>Morals,</i>	} Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."
<i>Manners,</i>	
<i>Maxims.</i>	

WINTER TERM.

Reading.—Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters, teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Chart No. 2.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, *teacher placing the exercises on the blackboard*. Review definitions at close of term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right; in everything; at all times.

N. B.—Keep all studies thoroughly reviewed.

GRADE II.—SECOND YEAR.

SUMMER TERM.

Reading.—Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Chart No. 2.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher *improvising* in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

FALL TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 3.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35, Jepson's Music Reader, Book First. Teachers *improvise* same class of exercises at each lesson. Drill 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses: their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

WINTER TERM.

Reading.—Follow previous directions.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 3 and 4.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred.

Singing.—Finish Chapter 39, Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained? What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

N. B.—Keep all studies thoroughly reviewed.

GRADE III.—THIRD YEAR.

SUMMER TERM.

Reading.—Second Reader continued.

Spelling.—As before.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Chart No. 4.

Arithmetic.—French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Roman numerals to one thousand. Pupils are *not* to have a book. Teacher must dictate the questions.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book First. Spend six weeks on the subject of Chapter 40, *improvising* at each exercise, introducing each third of the scale with eighth notes separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employment. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a

cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

FALL TERM.

Reading.—Third reader begun. Observe directions previously given. Special care to be taken to *express* the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 4 and 5.

Arithmetic.—French's First Lessons. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 47, Jepson's Music Reader, Book First. Spend four weeks each, on Chapters 42, 45. *Improvise* at each exercise, introducing the fourths and fifths of the scale with eighth notes, separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396. Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

WINTER TERM.

Reading.—Third Reader. Directions as before.

Spelling.—As before. Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis (p. 13). Explain the *Key Mark* and its use (43, p. 7); also the marks indicating long and short sounds (1 and 2, p. 6). Spell orally and by writing. Teach the table of elementary sounds (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Chart No. 5.

Arithmetic.—French's First Lessons. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher. Teacher only to use the book.

Singing.—Finish chapter 51, Jepson's Music Reader, Book First. Spend four weeks each on Chapters 48, 49, 50 and 51. *Improvise* single part exercises daily, preferring them to exercise with syllables applied. Daily drill, 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

N. B.—Keep all studies thoroughly reviewed.

GRADE IV.—FOURTH YEAR.

SUMMER TERM.

Reading.—Third Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—As before.

Drawing.—Chart No. 6.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D, preferring them to exercises with syllables applied. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instruction lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarrelling.

FALL TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Book No. 1, Spencerian shorter course, with lead pencil, to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 6 and 7.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two or more examples of each to be thoroughly studied. Also, color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

WINTER TERM.

Reading.—Third Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, Shorter Course, with practice paper and analysis.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic; to be used only by the teacher.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Birds. Classification same as last term. The following to be studied; vulture, mocking-bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.
Morals and Manners.—Decision. Characteristic of energy, enterprise, etc.
 The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

N. B.—Keep all studies thoroughly reviewed.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.
Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the notation found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.
Writing.—Spencerian, Book No. 2, with practice paper.
Drawing.—Chart No. 9.
Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.
Geography.—Mitchell's Primary.
Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.
Physical Exercise.—Continued.
Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.
Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.
Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Fourth Reader. Give careful attention to modulation.
Spelling.—Town's Speller.
Writing.—Book 2, with practice paper.
Drawing.—Chart No. 10.
Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.
Geography.—Mitchell's Primary.
Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each Chapter, carefully observing corresponding directions for preceding term.
Physical Exercise.—As before.
Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right *choice* of objects; right *way* of securing them; right *time* for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

WINTER TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 3, and practice paper.

Drawing.—Chart No. 11.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly: whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Swinton's Language Primer.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.—SIXTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Book, No. 3, with practice paper and analysis.

Drawing.—Chart No. 12.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, each scholar to write out all the transpositions of the scale, teacher improvising single part exercises on the subject of each lesson; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's *MANUAL OF COMMERCE*.)

Language.—Swinton's Language Primer. Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit; importance of good; consequences of bad. Who are slaves under control of habit.

FALL TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 4.

Drawing.—Charts Nos. 13 and 14.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given. Teacher must not fail to improvise exercises, introducing each new accidental.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Primer or Lessons. Some object from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

WINTER TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book Nos. 4 and 4½, with practice paper and analysis.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, with map drawing.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons or Grammar. Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

N. B.—Keep all studies thoroughly reviewed.

GRADE VII.—SEVENTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal Drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Book, No. 4½, with practice paper. Analysis and blackboard illustrations.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's, with written and oral exercises.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

FALL TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Books 4½ and 5.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's Grammar, as last term.

Geography.—Mitchell's Intermediate, with map drawing.

Singing.—Jepson's Music Reader. Same as for second term, grade six.

Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and the employed.

WINTER TERM.

Reading.—Fifth Reader as last term.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book, No. 5.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's.

Geography.—Mitchell's Intermediate, with map drawing.

History U. S.—Anderson's Pictorial School.

Singing.—Jepson's Music Reader. Same as for the third term, grade six.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.—EIGHTH YEAR.

SUMMER, FALL AND WINTER TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words, 2d term, finish; 3d term, review.

Writing.—Book No. 7, with practice in rapid writing.

Drawing.—Charts 18, 19 and 20.

Arithmetic.—1st term, French's Common School Arithmetic. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Swinton's.

History U. S.—Anderson's Pictorial School.

Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.

<i>Oral Instruction,</i> <i>Language,</i> <i>Morals and Manners,</i>	}	As during first term, Grade VII, or any topic previously given.
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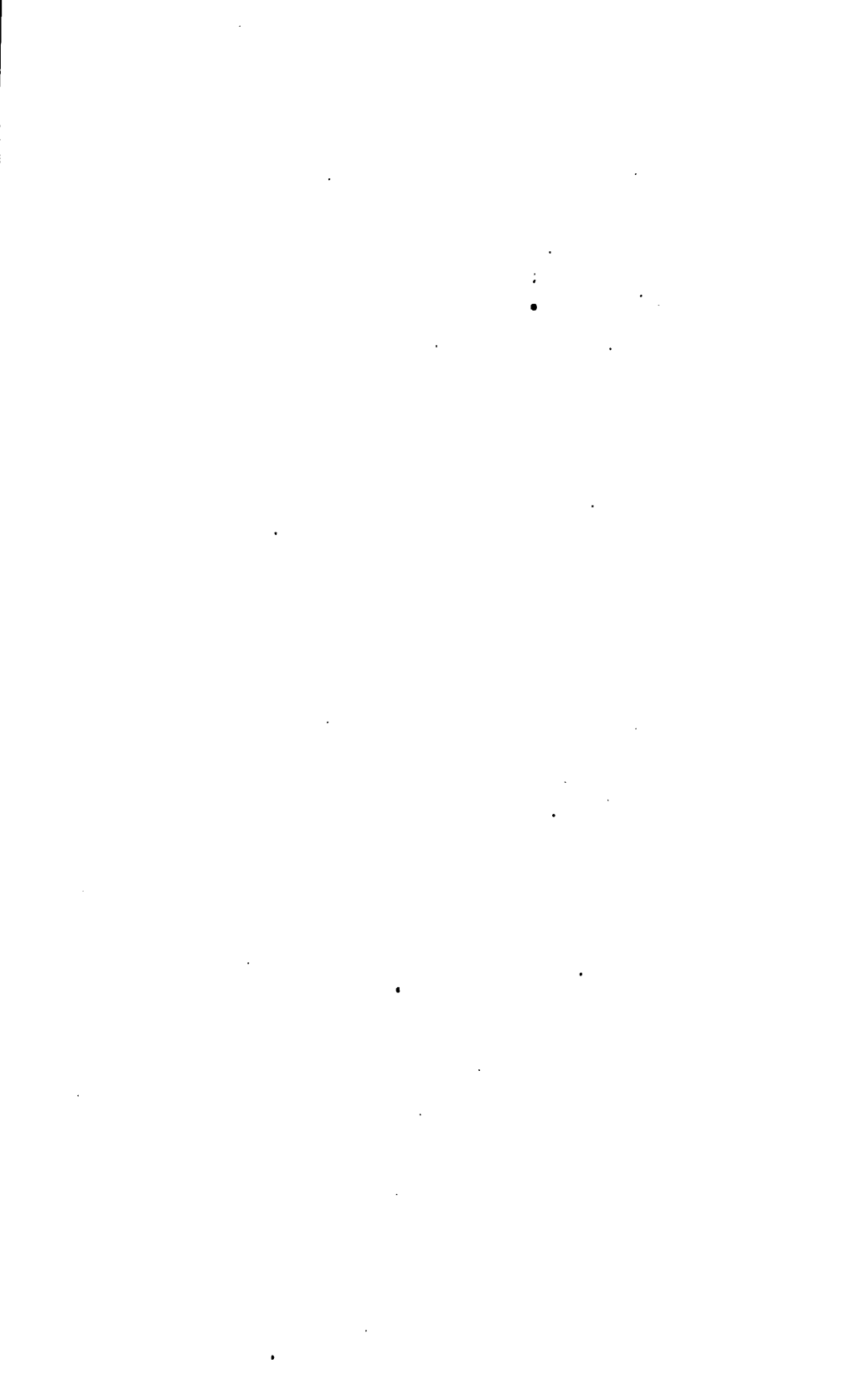
N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

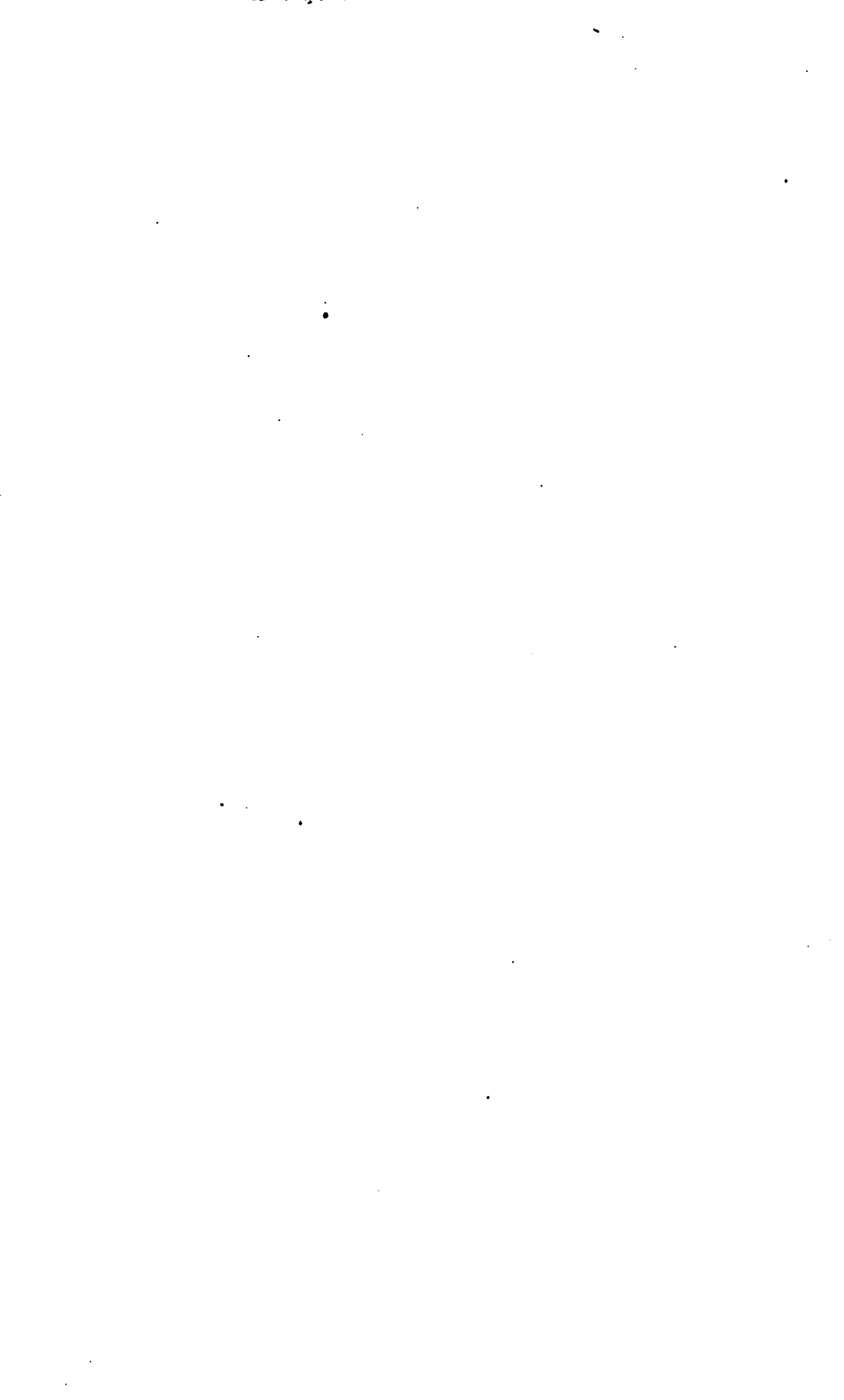
NOTE.—The Principals will use the Grammar this year as they judge best. No direction can be given for its use till after the present year.

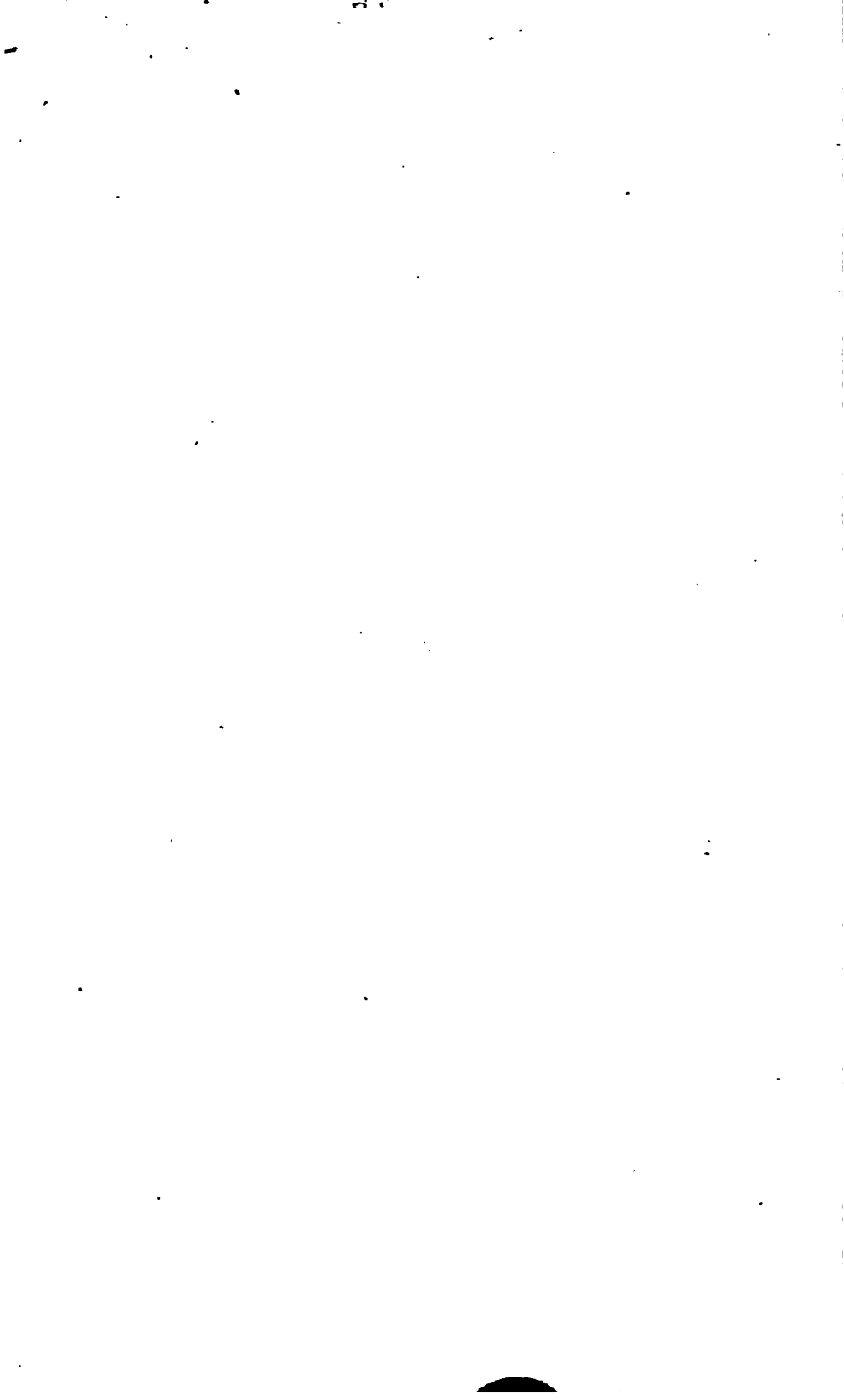












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